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ABSTRACT

This manual is designed to support the summer reading programs of Virginia libraries on the theme, "Explore Your Library. . . For the Fun of It," which offers opportunities for youngsters of all ages to be drawn into the library's domain of discovery, mystery, and adventure. The manual provides resources for programs, activities, crafts, and special events, and includes components for both children and young adults. The sections of the manual and their principal contents are as follows: (1) general information, including an overview and forms for registering students, recording attendance and volunteer participation, and volunteer application forms; (2) publicity, including sample news releases, a letter to parents, and displays; (3) programs and activities, including directions for making props for stories and activities; (4) craft ideas, including directions and, in some cases, templates; (5) word games and mazes based on the explorer theme; (6) solutions to puzzles and games; and (7) resources for materials and a bibliography of books on story-telling, art activities for youngsters, and other topics. A three-page form for local librarians to use in evaluating the program and reporting statistics is also included. (KRN)

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Explore Your Library . . . For The Fun Of It!

1990 Summer Reading Program Manual

Barbara H. Fischer
Children's/Youth Services Consultant
Public Library Development Division
Virginia State Library and Archives

IR 054 339

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and
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ELLA GAINES YATES
STATE LIBRARIAN

(804)786-2332

Dear Colleague:

On behalf of the Virginia State Library and Archives, I am pleased to present you with the 1990 Summer Reading Program Manual. I would like to thank the members of the Summer Reading Program Advisory Committee for their guidance and assistance in planning the 1990 Summer Reading Program.

In support of the 1990 Summer Reading Program, the Virginia State Library and Archives is providing bookmarks, stickers, camera ready artwork, posters, reading logs, certificates of participation, and this manual of ideas and activities. The loose-leaf format of this year's manual was designed to improve its flexibility and use. These resources, combined with the creative and innovative programs of Virginia's librarians, will make the library an exciting center for summer reading, exploration and, discovery.

The theme of this summer's Reading Program, **Explore Your Library. . . For the Fun of It,** takes advantage of the innate curiosity of children and offers almost limitless opportunities for youngsters of all ages to be drawn into the library's domain of discovery, mystery, and adventure. The opportunity exists through the Summer Reading Program to reach not only those young people who are already library users but also those who are infrequent or reluctant visitors.

Soon youngsters throughout the Commonwealth will become actively involved in activities at their library, stories will be read, games will be played, and the wondrous world of reading will be shared. The library experiences, explorations, and discoveries made as part of the Summer Reading Program can open the doors to lifelong learning and enjoyment of books and libraries.

Thank you again for your continuing support of the Summer Reading Program.

Sincerely,

Barbara

Barbara H. Fischer
Children's/Youth Services Consultant

11th STREET AT CAPITOL SQUARE, RICHMOND, VA 23219-3491

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SUMMER READING PROGRAM GOALS

- To promote public library services for children and young people.
- To provide library activities for children and young people which promote library use.
- To provide opportunities for children to develop and maintain vital reading skills.
- To encourage parents to read to their children.

THE READING PROGRAM

The annual Summer Reading Program is a tremendous undertaking for a library. It requires careful planning and coordination as well as cooperation from all concerned. Because of the numbers of youngsters involved, it may be necessary to enlist the aid of volunteers to assist with various aspects of the program and its associated activities and events. Parents and grandparents, members of the Friends of the Library or other community organizations, and teenagers can be solicited to assist. Teens especially enjoy participating in programs which they present to younger children.

The program offers components for children and young adults. The Program Manual offers resources for programs, activities, crafts, and special events. In order to expand the scope of the program, you may wish to expand the themes to include a variety of explorations and/ or explorers.

READING LOGS

The reading logs have been designed to encourage use not only in the summer but throughout the year. Each contains a game which can be played independently or by a group of children. Solutions for the reading log games are included in this publication.

The reading logs include spaces for listing the books that a child reads during the program. Additional log lists are included should you need to reproduce them.

Also included in this manual are individual reading time logs which may be reproduced as necessary.

REGISTRATION

Individual libraries determine the rules and regulations for their Summer Reading Program. Some may set a limited period for registration while others elect to register youngsters throughout the summer.

In order to gather information about the Summer Reading Program, a sample registration card is included. Its use will help determine not only the number of children who participate but also the number of children who complete the program at each location. At the end of the summer an analysis of the registration cards can provide information on which to base future program decisions.

Sample Registration Card

Reading Goal _____

Name _____

Address _____

City _____ Zip _____

Phone _____ Age _____

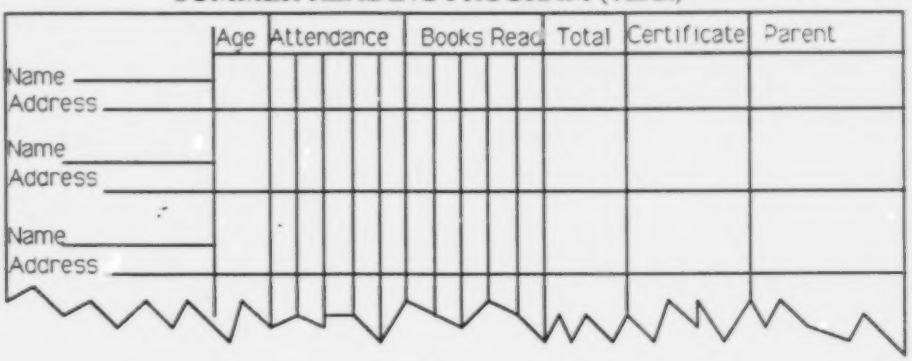
School _____ Grade entering ____

Completed goal yes _____ no_____

Library _____

Or, you may wish to maintain an attendance chart.

SUMMER READING PROGRAM (YEAR)



No age limit is set for participants in the program. Young children whose parents read to them are eligible as are older teens. Generally, most libraries find the Summer Reading Program appeals to children between the ages of 3 and 12. It may be necessary to limit the number of children who may attend an event depending on space, staffing in a library, or the nature of a particular activity Whenever possible try to schedule additional sessions to accommodate demand.

Build success for each child into the summer's experience. Permit read-to-me children to participate through registration and the recording of books which have been shared with them by parents and care providers. These experiences are building blocks for language awareness and development.

CERTIFICATES

For some children, the successful completion of 5 or 10 books is as positive an accomplishment as the completion of 50, 60, or 100 books is for others. Encourage each child who participates to set a realistic personal reading goal based on interest and ability rather than competition. Likewise, encourage youngsters to read widely rather than to read only an arbitrarily determined number of books in the shortest possible time. Certificates awarded for personal accomplishment have greater meaning for the individual.

Certificates also provide an appropriate recognition to volunteers, sponsors, and other benefactors.

PROMOTION

Promote the Summer Reading Program through all available means: school and class visits, end of year newsletters from teachers and librarians, the PTA or parent support group, church newsletters and bulletins. Print, radio, and television news media should be contacted. Flyers, brochures, and bookmarks distributed through the library's traditional channels are also effective means to promote the program and its activities. The Program Manual contains a variety of sample releases which can be easily adapted for use by your library to promote the entire program as well as individual events.

Experiment with spot announcements on audiotape for use in local schools and on local radio stations in May and June and to highlight special events or programs. Produce lively 30-60 second scripts with "wild" sound effects for early-morning school PA announcements. Many radio stations prefer written copy.

INCENTIVES

Incentives not only initially promote the program, they help to keep children reading throughout the summer. When incentives are discussed with prospective donors, especially fast food merchants, request that they distribute a bookmark or flyer about the library's program to their consumers. In this way, prospective participants may be reached and another avenue of promotion is accessed.

When merchant coupons are used, request that the donor provide the library with information regarding the redemption rate. This will provide some indication of the economic impact of the program and the level of financial support provided by a merchant.

Half-way to goal incentives:

Distribute buttons, bookmarks, or stickers related to themeto maintain interest throughout summer.

Completion of goal:

Distribute certificates for reaching reading goal at a special event. Consider placing the names of finishers into a drawing for "grand" prizes.

Prize ideas:

T-shirts with design related to theme, posters, books and maps. Indiana Jones-type videos, movie tickets, music tapes, gift certificates from fast food restaurants, "in" clothing stores, etc. are ideal prizes.

Prizes may be donations from establishments and merchants or several nice ones which the library can afford.

Award "Book Bucks" for the number of books read, the number of hours/minutes read, program attendance, volunteer service, or for special assistance with programs. "Book Bucks" can be exchanged for incentive coupons or for prizes at an end of summer event.

EVENTS INVOLVING FOOD

Reading Program finale events, holidays, and other special events have a festive nature. On such occasions, it is appropriate to provide refreshments. However, when food is to be served at a library sponsored event, be sure to make arrangements with the library director and check with the local health department. Care in the preparation and storage of foods should be taken. When possible, alert parents to what the menu will include so that allergic reactions can be avoided.

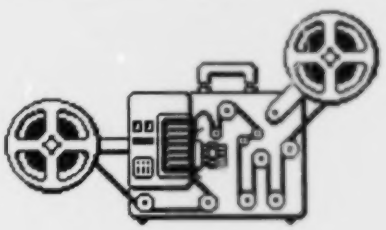
Ease of preparation and storage should also be taken into consideration when planning an event involving food. Estimate the number of children to be served and the amount of actual serving time. When possible, plan several serving areas, especially when large groups of children are involved.

Enlist the assistance of adult and teen volunteers. Their help can be invaluable, especially when 'spreadables' are to be served.

Have on hand an abundance of eating utensils, napkins, and disposable cups. Both damp and dry paper towels come in handy.

To facilitate cleanup, provide several large trash containers.

FILM AND VIDEO



Materials in both 16 mm and video format are available to support summer programming. Contact Film and Video Services at the Virginia State Library and Archives for information.

The Ellison Letter Cutting machine is now available through Film and Video Services. It may be booked like a film or video by using the regular order form.

For information call Film and Video Services at 800/336-5266.

CLIP ART

Clip art is provided for both components of the Summer Reading Program. It may be enlarged or reduced to fit posters, brochures, schedules, and other promotional pieces. Both the turtle and the flower on the animal clip art for children are designed to permit small puzzles or games to be inserted.

VOLUNTEERS

Volunteers can be of invaluable assistance with the Summer Reading Program. Recruit volunteers from parents, teachers, schools, community groups, etc. Request each volunteer to complete a volunteer application form and provide time to interview and answer questions. When volunteers are selected, be certain they understand their assignments and general library regulations.

Maintain a file of interested individuals along with information about their interests and abilities. Also keep a record of the number of hours they contribute to the program and include this information in final reports to library directors and boards.

Plan a volunteer recognition program at the end of the summer. A certificate form for volunteers is included in the manual.

Library / Branch

Volunteer Service Record for (week/ month)

Name _____

Address _____

City _____ Zip _____

Phone _____

Date	Assignment	Time in	Time out	Daily total

Weekly/ Monthly total _____

Sample Volunteer Application Form

LIBRARY/BRANCH

Name _____

Address _____

Student/School _____

Place of Employment _____

Other (homemaker, retired, etc...) _____

What areas of library work interest you? _____

Assisting with programs? _____ Outreach work? _____

Assisting with clerical tasks? _____ Managing a special project? _____

Assisting with displays? _____ Other _____

AVAILABILITY

_____ Regularly each week for ____ hours. _____ Summers only

_____ Periodically on "on call" basis _____ School year only

_____ Other (explain) _____

Days generally available: ___ M, ___ T, ___ W, ___ TH, ___ F, ___ S, ___ SU

SKILLS

_____ Typing _____ Filing _____ Construction
_____ Electronic/Electrical _____ Musical
_____ Storytelling _____ Theatrical _____ Art/Graphics
_____ Writing/Publicity _____ Special Hobby/Craft
_____ Other _____
_____ Previous library work
Physical limitation that might restrict your activity? _____

COMMENTS _____

_____

PARENT PERMISSION (To be completed by parent/guardion for volunteers under age 18)

Date _____

_____ has my permission
(Volunteer's name)

to work as a volunteer in the _____
(Library)

_____ _____
(Signature) (Relationship)

BUSCH GARDENS.
THE OLD COUNTRY.
WILLIAMSBURG, VA.

presents

Summer Reading Spectacular

Busch Gardens is proud to be a part of the Virginia 1990 Summer Reading Program. This year, Busch Gardens offers a world of excitement to Summer Reading participants as we help them explore Europe of the 17th century. Librarians can look forward to receiving:

- "Faraway Places" a free loan film/video and accompanying teaching unit available to libraries upon request. Imagination and creativity are untapped resources that are often neglected in today's technological society. The purpose of this one-of-a-kind educational unit developed by educators and child psychologists is to stimulate a child's imagination as well as encourage self-expression.
- "A Look at The Old Country" Busch Gardens' suggested reading list for all ages of interesting stories, fact or fancy, of 17th century Europe including fairy tales, folk tales, plays, classical novels, historical novels, and more!
- Colorful posters and brochures announcing this event to all your readers.
- Summer is meant for activity and Busch Gardens provides discount bookmark coupons for all your readers to explore the beauty and excitement of Europe on this side of the Atlantic. Summer Readers, their families and friends can visit Busch Gardens at $4.50 off the regular admission price August 11-26, 1990.
- The Old Country Activities Packet including special activities for your young readers.
- "Busch Gardens Most Outstanding Reader Award" to be given to your best reader. Winners from all libraries will be eligible for the Grand Prize drawing to win 8 (eight) complimentary admissions to Busch Gardens and $40 worth of Old Country Currency.

Help your readers visit the magic of 17th century Europe with their imagination and Busch Gardens, The Old Country.

For more information, please contact Busch Gardens, The Old Country at One Busch Gardens Blvd., Williamsburg, VA 23187-8785, (804) 253-3350, Northern Virginia (703) 522-1387.

PROMOTION/PUBLICITY

PUBLICITY

ALL NEWS RELEASES MUST INCLUDE

Contact: (Your name, phone)

Date:

News releases should be neatly typed or copied on 8 1/2 x 11 inch paper. They should be hand delivered or mailed first class to your designated media targets. Keep in mind that television is a visual medium, so if you are having an event featuring exotic animals that explorers might encounter, be sure to contact your local TV station.

Make sure that your release clearly indicates who is sending the release. Use your library's letterhead for your release. The name and daytime phone number of a contact person should appear at the top of your release.

Be sure to date your release even if you use the phrase "for immediate release" or "for use upon receipt."

Double space your release and use wide top and bottom margins to allow room for editing.

Keep your release short and to the point and put the most important information at the top. Include the five "w's" - who, what, when, where, and why. If necessary tell how. Don't use jargon or acronyms.

Your news release should arrive at the city editor's desk or assignment desk at least twenty-four hours before your event.

At the end of your release put 30 or ###.

Promote the summer program through all available channels, especially those available through the schools: class visits, newsletters, PTA, staff meetings, packets to librarians/ teachers, etc.

You may be able to enlist the assistance of a high school journalism or media production class for an extra credit project. This is particularly popular near the end of the year when it can influence a final grade.

Invite teens to help create a special summer "rap" for airing over local radio stations.

To help maintain interest throughout the summer have a riddle or trivia question of the week contest. Relate riddles or trivia to exploration/ adventure theme. Post the name of the winner in a prominent place in the library. Small prizes may be awarded.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

Hey there, kid with nothin' to do

Readin's fine and will give you a clue

To mystery, romance, and travel too

The library's just the place for you.

Call _____ Library for information about summer programs for ages _____.

Phone: _____

NEWS RELEASE FOR SPECIAL EVENT

LIBRARY SPONSORS (name of event)

The _____Library will sponsor (or present) a

(name/ type of event) on _____ (day and date)

at _____ (time) for ages _____.

Brief 1 - 2 sentence description of the event or program.

This event is held in conjunction with the _____ Library's

1990 "EXPLORE YOUR LIBRARY . . . FOR THE FUN OF IT" Summer

Reading Program and is sponsored (or underwritten) by _____

(contributors).

For additional information about _____ (event) call

_____(name/ department/ library) at _____ (phone).

Readers of all ages are invited to "EXPLORE THE LIBRARY . . . FOR THE FUN OF IT." Throughout the summer programs, activities, special events, as well as an abundance of enjoyable books and other library materials await explorers. Register at any branch of _____ (library) for a summer of fun!

PUBLIC SERVICE ANNOUNCEMENT

Contact: **Date of Release**
Telephone Number:

This summer promises to be an adventure for young people who visit the _____ Public Library. **Explore Your Library . . . For the Fun of It!** is the theme of this year's Summer Reading Program for children.

For more information on how to become an explorer, call the library at _____. Brought to you by the Virginia State Library and Archives and your local public library.

# # #

PUBLIC SERVICE ANNOUNCEMENT

Contact: **Date of Release**
Telephone Number:

Young people in (name of community/city/county) can have a real adventure this summer exploring the local public library. The **1990 Summer Reading Program** starts _____ at _____ Public Library. Call the library at _____ or come by to join the fun!

# # #

EXPLORE YOUR LIBRARY THIS SUMMER!

Contact: **Date of Release**

Telephone Number:

Explore Your Library . . . For the Fun of It! is the theme of the 1990 Summer Reading Program to be held at (library name). A series of programs for children ages ___ to ___ and young people ages ___ to ___ will begin on (date) and continue through (date). Activities will include : (list)

Contact (name) at (phone number and address) for a complete schedule of events. More than _____ children took part in last year's program. **Explore Your Library . . . For The Fun Of It!** is sponsored by the Virginia State Library and Archives and your local public library.

# # #

LIBRARY EXPLORERS RECEIVE CERTIFICATES

Contact: **Date of Release**

Telephone Number:

More than _____ young people explored the _____ Public Library during the 1990 Summer Reading Program. Each participant in **Explore Your Library . . . For the Fun of It!** received a certificate signed by Governor L. Douglas Wilder and State Librarian Ella Gaines Yates. **Explore Your Library**, sponsored by the Virginia State Library and Archives and your local public library, was a huge success.

Young people in (name of city/county/community), participating in the program were: (list names)

###

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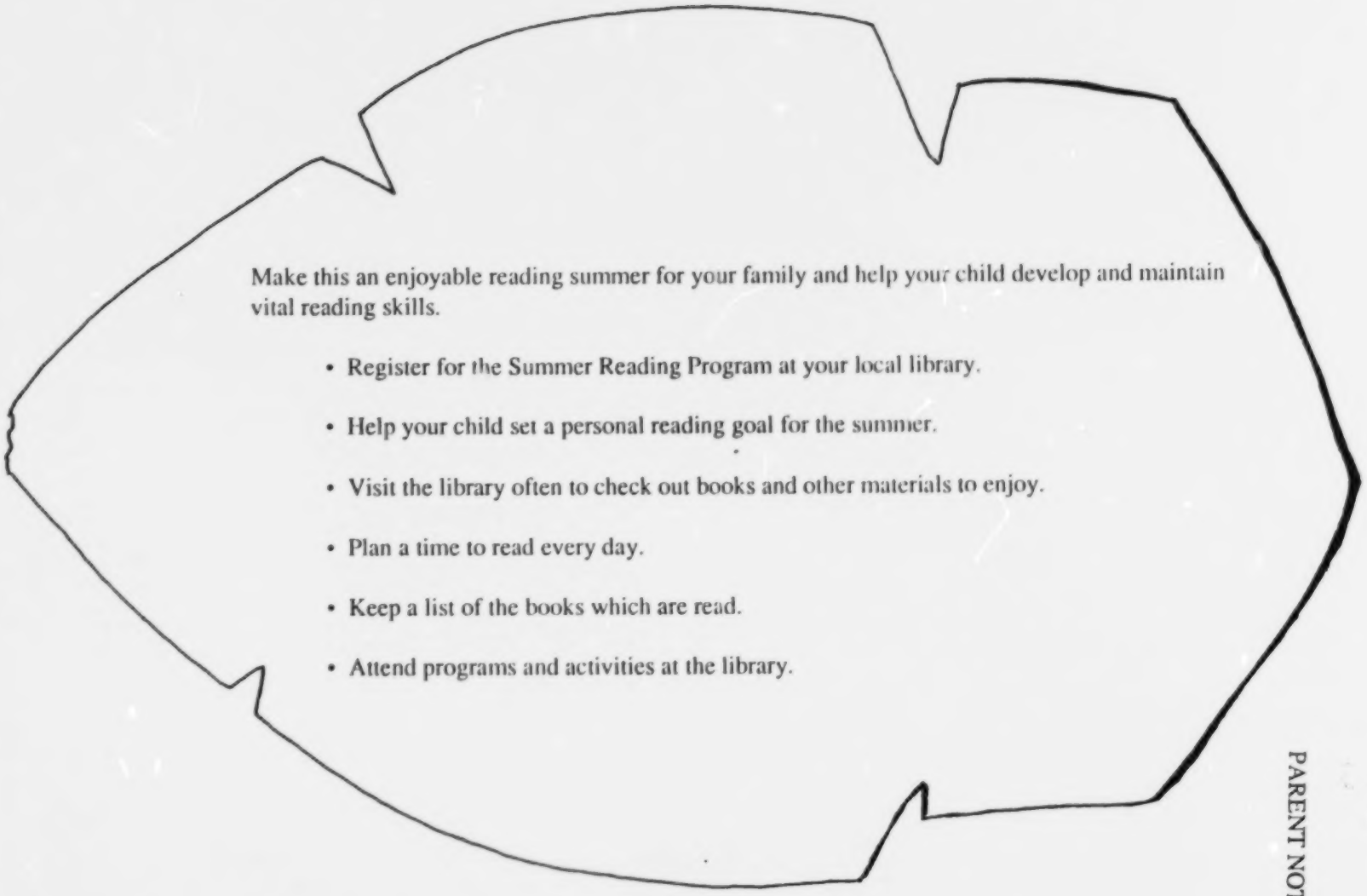
SUMMER RAP

Climb the highest mountain
Swim the deep blue sea or
Explore the world from A to Z.
It's simple and it's easy and
It's waiting you see
So, come along and join me
At the L I B R A R Y!

SUMMER RAP 2

Come on brothers - sisters too
Don't you know what's waiting for you?
There's adventure, excitement, and fun you see
Waiting for you at the **LIBRARY**!
Don't waste your time bemoanin' your fate
Come on now - don't hesitate
There's adventure, excitement, and fun you see
Waiting for you at the **LIBRARY**!
Be an explorer - discover the fun
There's plenty to do for everyone
There's adventure, excitement, and fun you see
Waiting for you at the **LIBRARY!**



Make this an enjoyable reading summer for your family and help your child develop and maintain vital reading skills.

- Register for the Summer Reading Program at your local library.
- Help your child set a personal reading goal for the summer.
- Visit the library often to check out books and other materials to enjoy.
- Plan a time to read every day.
- Keep a list of the books which are read.
- Attend programs and activities at the library.

PARENT NOTE

LETTER TO PARENTS

(Sample)

Date

TO: Parents and Guardians

FROM: (Librarian)

It is important for children of all ages to discover the pleasures which literature offers. As parents you can help this happen by encouraging your child to read and by reading aloud in your family. The 1990 Summer Reading Program at _____ (Library) is designed to assist you in promoting and maintaining crucial reading and listening skills for your child or children.

Beginning _____(date), children ____ __(ages) may register at _____ (library) or any branch library.

Each child will receive a poster and will be asked to set a personal reading goal of a number of books or a number of hours to be spent reading during the summer months. Books should be on the individual child's reading level. Each child must read _____ books. No limit, however, is placed on the total number of books which can be read.

Children who are independent readers are encouraged to select books on their ability level to maintain or improve their reading skills. Parents are particularly encouraged to read to their pre-school children. Picture books or longer stories which are read aloud are also suitable for sharing with other listeners in the family.

On each visit to the library, your child can bring a list of the library books which have been read. **(Insert information about your library's practice for recording the books which have been read.)** Certificates will be awarded participants on _____ (date).

Throughout the summer a variety of programs have been scheduled at all library facilities. Please consult the 1990 Summer Activities Calendar available at all _____ (library) locations. All programs are free and open to the public. Groups should call and schedule separate program appointments.

This year a grand finale is scheduled at _____ (location) on _____ (day and date) from _____ to _____. (time). All Summer Reading Program "finishers" and their parents are invited.

DISPLAYS

Displays provide point of contact information about the summer program and library materials to youngsters, parents, and other library patrons. They may be used to announce special events or to promote library resources. A display may be as simple or as intricate as you like but it should always provide clear and concise information.

You may want to experiment with turning your children's/young adult area into a summer program environment complete with trees, leaves, flowers, vines, boulders, and creatures. Three dimensional displays can be constructed from a wide variety of materials. Paper and cardboard are generally inexpensive and readily available. Fabric leaves and flowers can be stiffened with "Wonder Under" from Pellon.

"PHOTO OPPORTUNITIES"

Enlarge clip-art of Virginia and Virgil Jones into life-sized stand-up cardboard posters with heads cut out for an individual s face to show through. Take snapshots or encourage youngsters to bring their own cameras for a personalized "explorer" photo.

Display photographs on a bulletin board or wall of the library showing "Expert Explorers" (those who reached their reading goal) dressed in a safari shirt and pith helmet.

"EXPLORATION MARKS . . . BOOKPRINTS ACROSS THE LIBRARY"

Create a large map of the world with a drawing of your library in the center of it, stamped with a "bookprint" for each book read during the summer. (Make "bookprints" with a rubber stamp of the ALA library logo design turned sideways.)

"EXPLORE YOUR LIBRARY . . . LEAVE YOUR BOOKPRINTS"

Make a large poster drawing of your library's facade with cartoon style explorers and animals peeking around windows and doors, and surrounded by jungle grasses. Stamp ALA's library logo sideways to look like pawprints for each book read.

BOOK DISPLAYS

"WILD SNATCHES" Make a 3-D leopard's face or Venus flytrap with open jaws, holding an exciting "read" or "pick" of the day. Change selection frequently.

"EXPLORE _____" Fill in the blank with a nonfiction book or bookjacket to create a changing nonfiction display.

"ADVENTURE CAVE" In a corner of the library, create a cave large enough for readers to enter to find adventure books. Change the selection of books and other library materials in the cave to reflect the variety of possible adventures: animal, wilderness, chilly, true-life, mysterious, supernatural, sea, jungle, underground, other lands, hidden worlds, future worlds, series, cliffhangers, choose-your-own, adventures of the mind, etc.

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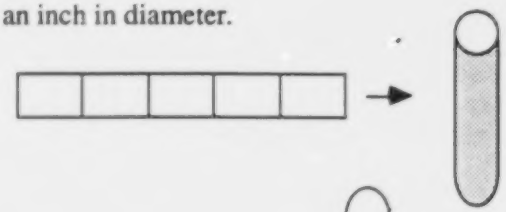
Courtesy: Patricia Farr
Central Rappahannock Regional Library

TREE

Place 3 - 5 sheets of newsprint or newspaper (comic pages are interesting to use) lengthwise on the floor and glue or tape together.

When glue has dried roll into a tube approximately an inch in diameter.



Make three cuts down the top of the tube about four or five inches in length.

Gently begin to pull paper from inside of tube and a 'tree' will grow.

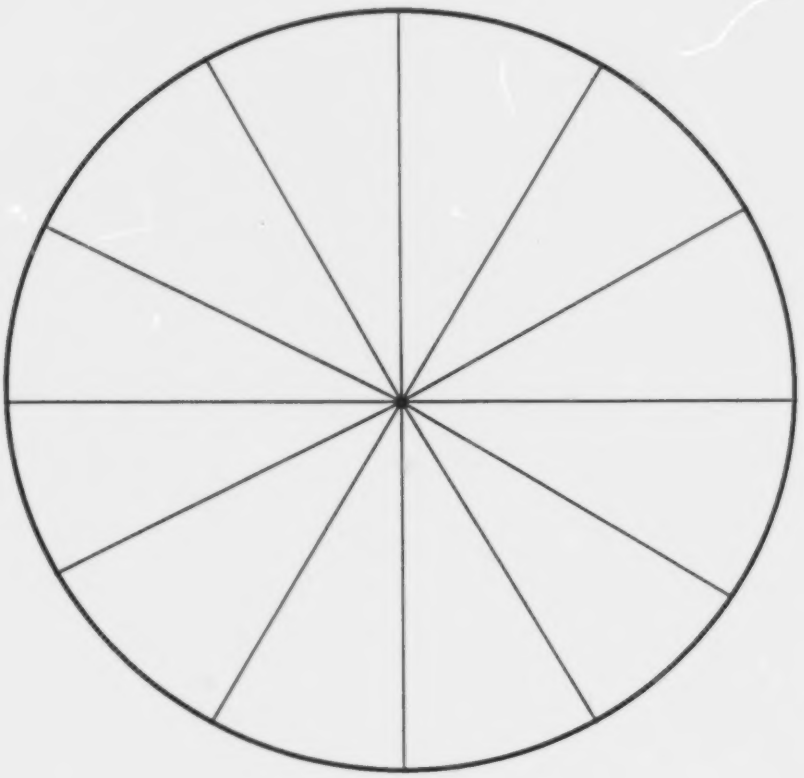
Practice several times before 'amazing' a young audience with this.

Use as a beanstalk for Jack and the Beanstalk or create a variety of them and use as palm trees in displays.

TAKE YOUR CHANCES

a reading choice game

Create a large map of the library's collection on a wall or bulletin board. At the desk provide a spinner with the various categories on it - mystery, fantasy, animal story, travel, folk and fairy tales, etc. When children are ready to choose books permit them one spin of the spinner, thereby selecting a reading category. Provide small pennants with space for a child's name to pin on the large map display in the corresponding category.



Suggested categories:

animal story	fantasy
mystery	folk or fairy tale
biography	crafts
explorers	family story
science	travel
sports story	history or historical fiction

PROGRAMS AND ACTIVITIES

GROUP ACTIVITIES

Plan a game day for teens at the library, using adventure-type games. Participants may bring their own as well as use the ones the library has available.

Hold a scavenger hunt in a library room complete with "wild" decorations and sound effects. May be held outside if there is an appropriate place around the library. Provide each participant a list of the items to be found. Set a time limit for the search.

Host a film festival of explorer classics, both fictional and true-life explorers. Or, consider a video or film series entitled "IN SEARCH OF . . ." Display related books and library materials.

SPEAKERS

Arrange for a local wild animal expert such as a park ranger, zookeeper, biology professor, or King's Dominion speaker, etc. to visit the library. Some may be willing to bring along some animals!

Invite a genealogy expert to lead an exploration of "YOUR FAMILY TREE." Keep it simple. Prepare initial charts for distribution.

Host a "STALKING THE ELUSIVE _____." program on finding Civil War relics, arrowheads, gold, etc. Display some of the speaker's "finds" to generate interest.

TOURS

Plan an expedition to explore your town. Work with a local historian or through the school system to highlight some unusual or little known sights. Emphasize local history, architecture, first families, special events or celebrations, or local oddities.

Explore your area's river, shore or nature preserve with a local expert.

Invite a Scout leader to lead an orienteering program for teens.

Additional safety considerations, adult supervision, and parental permissions are required for for trips or expeditions beyond the library.

Courtesy: Patricia Farr
Central Rappahannock Regional Library

CONTESTS

DESIGN-A-GAME CONTEST (on an adventure/exploration theme)

The game can be a card game, board game, etc.

Award a game, puzzle, or gift certificate as the prize.

DESIGN-A-POSTER CONTEST (a promotional activity for ages _____)

Poster title: "THE ADVENTURE BEGINS "

Entry blank should specify size of finished piece, mandatory borders, include information about your library's programs, dates, library's name, etc.

Award a gift certificate from an art supply store.

Consider limiting designs to black and white which can be reproduced. Publicize winning poster and designer in local media.

Remember to send thank-you notes to judges.

Sample entry blank

entry # _____
date _____

Name

Age

Address

City State Zip code

Phone

Information which must be included on the poster.

Poster requirements and finished size.

Who to contact for additional information along with phone number.

A statement regarding the use of the posters for library promotion.

Signature of child entering the contest.

A parent/guardian's signature and release.

EXPLORING WE SHALL GO

(to the tune of A-Hunting We Shall Go)

Use as an introductory song for story time programs or as a bridge between stories.

Exploring we shall go
(pantomine shouldering an explorer's pack)

Exploring we shall go
(pantomine looking with hand over eyebrows)

We'll choose a book and
take a look
(pantomine choosing and opening a book or select the book you will use next)

And then explore some more.
(pantomine looking with hand over eyebrows)

SHARING NATURE WITH CHILDREN

Allison, Linda.	The Wild Inside: Sierra Club's Guide to the Great Indoors.
Arnold, Lois B.	Preparing Young Children for Science: A Book of Activities.
Arnosky, Jim.	Secrets of a Wildlife Watcher.
Berenstain, Stanley.	Berenstain Bear's Nature Guide: Almost Everything Small Bears and Kids Need to Know About.
Blackwelder, Sheila.	Science for All Seasons: Science Experiences for Young Children.
Cassell, Sylvia.	Nature Games and Activities.
Cresswell, Susie.	Nature With Art: Classroom and Outdoor Art Activities with Natural History.
Dekkers, Midar.	The Nature Book: Discovering, Exploring, Observing, Experimenting with Plants and Animals at Home and Outdoors.
Graham, Ada.	Foxtails, Ferns and Fishscales: A Handbook of Art and Nature Projects.
Hillcourt, William.	Outdoor Things to Do: Year-Round Nature Fun for Boys and Girls.
McGavack, John	Guppies, Bubbles, and Vibrating Objects: A Creative Approach to Teaching Science to Very Young Children.
Saul, Wendy.	Science Fare: An Illustrated Guide and Catalog of Toys, Books and Activities for Kids.
Scott, Jack Denton.	Window on the Wild.
Sisson, Edith.	Nature With Children of All Ages: Activities and Adventures for Exploring, Learning and Enjoying the World Around Us.
Williams, Robert A.	Mudpies to Magnets: A Pre-School Curriculum.

 Courtesy: Chesterfield County Libraries - La Prade Branch

EXPLORE THE LIBRARY THE NATURAL WAY

Books for Environmental Activities

Camps, Storer.	Nature's Classroom. American Camping Association, 1988.
Cornell, Joseph B.	Sharing Nature With Children. Dawn Publications, 1979.
Katz, Adrienne.	Naturewatch: Exploring Nature With Your Children. Addison-Wesley Publishing Company, Inc., 1986.
Lingelbach, Jenepher, ed.	Hands-On Nature: Information and Activities for Exploring the Environment with Children. Vermont Institute of Natural Science, 1986.
Miller, Lenore H.	The Nature Specialist. American Camping Association, 1986.
Musselman, Virginia W.	Learning About Nature Through Games. Stackpole Books, 1967.
Pease, Jim.	Birds, Beasts, Bugs and Us: Activities for Environmental Activities. Iowa State University Cooperative Extension Service. n.d.

These sources include a variety of activities that can be adapted to the library environment, or to the outdoor areas near your library. You may want to contact your local parks and recreation department and other outdoor organizations that work with children to see if you can trade resources to enhance each other's summer programs.

Several programs that the Chesterfield County Library System has successfully promoted include a snake program and a camouflage camp. Outlines of these programs are included in this manual. Contact Ann Chambers (804/ 748-1760) for additional information.

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

EXPLORING ANIMAL HOMES

(An activity for preschoolers)

This activity might follow a story such as Steven Kellogg's THE ISLAND OF THE SKOG, in which explorer mice are fooled by "skog tracks," or Linda Dobcovich's BUSY BEAVERS which focuses on a beaver family and its dam.

The Book Bunny, a shy rabbit puppet who never speaks directly to the children but instead whispers to the librarian, has a number of animal friends living in the library. In what kinds of homes do the Book Bunny's friends live? How can you find these homes and know what type of animal lives there? To answer these questions, Book Bunny will ask preschool "explorers" to follow animal tracks to various animal homes in the library.

Each child receives an activity sheet with pictures of four animal homes: Bunny's burrow, Bird's nest, Beaver's dam and Bear's cave. Next to each of these pictures is the track of the animal who lives there. Children will then match the animal tracks to cut-out paper bunny, bird, beaver and bear tracks placed about the library, and follow those tracks to representations of the animal's homes. At each "home" the young explorers pick up a sticker to place on their activity sheet, certifying their successful expedition to visit Book Bunny's Friends. After everyone has found the four animal homes, the group gathers to identify and discuss the various tracks and name the different dwellings.

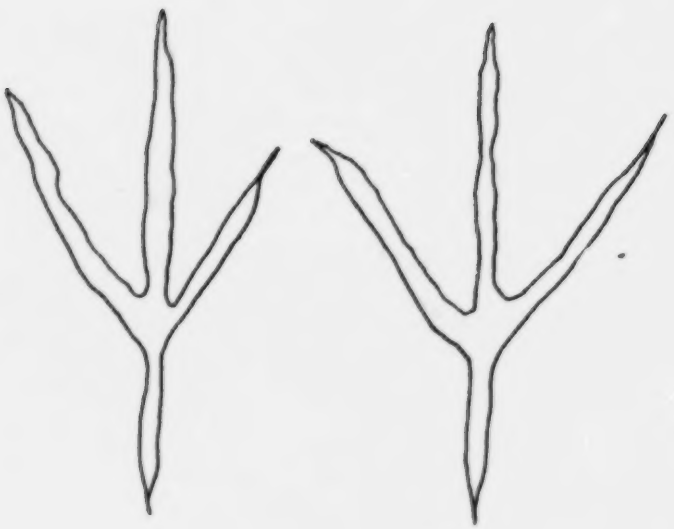
These animal homes need not be highly realistic. Blankets over a card table can make a fine, dark bear cave. Sticks and a construction paper river may suggest a beaver dam. Following the tracks and locating these homes can be as easy or as difficult as you wish. Use the track patterns that follow. A few books related to this activity are listed below:

Arnosky, Jim.	Crinkleroot's Book of Animal Tracking.
Halfpenny, James.	A Field Guide to Mammal Tracking in Western America.
Parker, Steve.	Mammal. (Eyewitness Books)
Selsam, Millicent and Joyce Hunt.	Keep Looking!
Yabuuchi, Masayuki.	Whose Footprints?

For a more in-depth program on tracking wild animals (suitable for children ages 7 and up), contact the Virginia Department of Game and Inland Fisheries.

Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

BIRD TRACK PATTERN



Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

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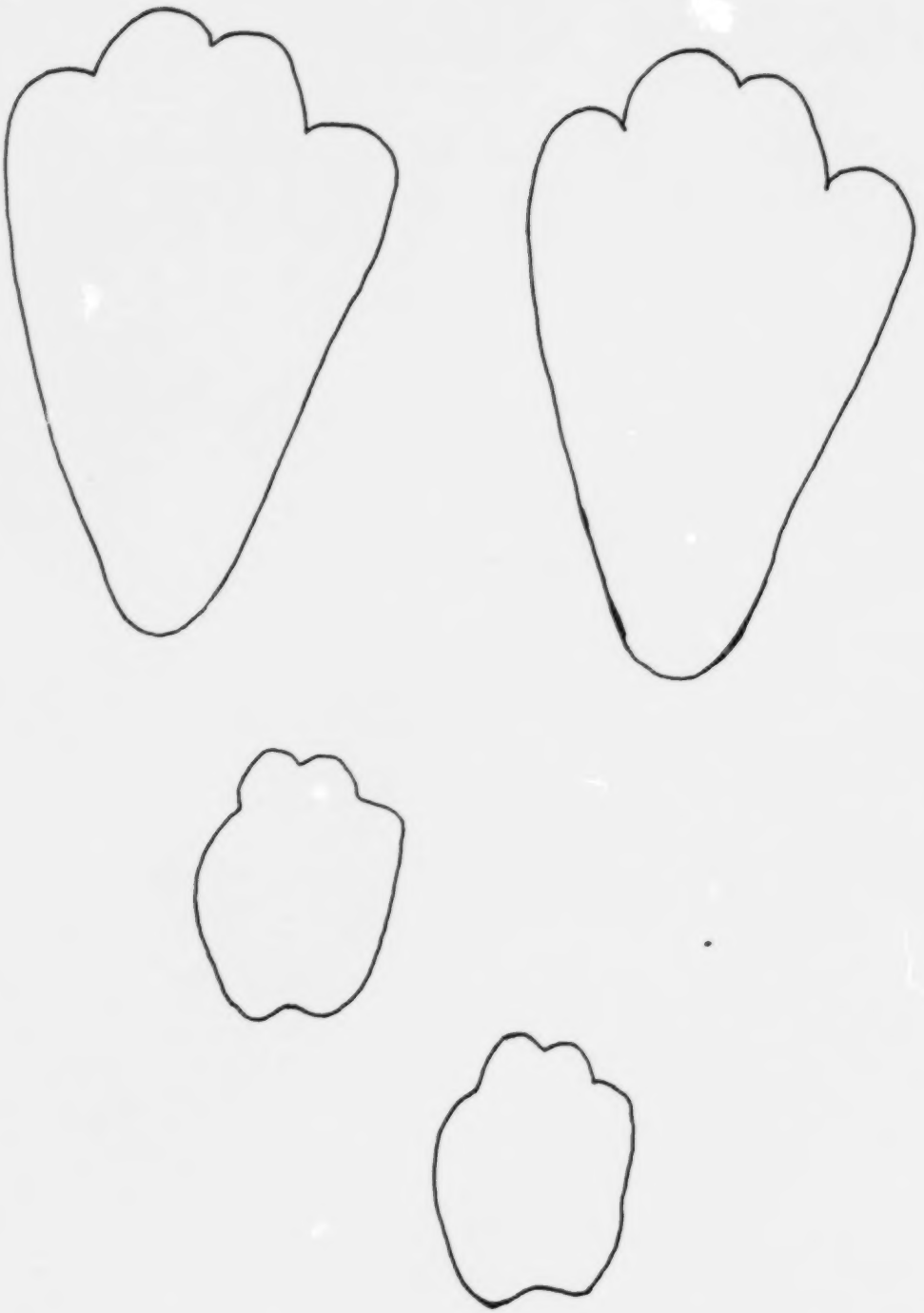
BUNNY TRACKS PATTERN



Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

BEAVER TRACK PATTERN

Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

BEAR TRACK PATTERN

Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

MAKE TRACKS TO THE LIBRARY

An animal tracks program

PROGRAM OUTLINE:

Invite a representative from the Virginia Department of Game and Inland Fisheries or a local track expert to present a program on animal tracks common to your area. The program might include sections on how to decipher the clues that tracks provide about animal behavior, some information on animals that make the tracks, and how to make casts of tracks.

HANDS ON NATURE provides a good supplemental selection of activities to include in a track program on pages 189-194. Ideas include a puppet show script, an outline for a window shade story that allows children to figure out a series of events using animal tracks that are revealed as the shade is unrolled to show the story in stages, and other activities.

SUGGESTED TITLES:

Arnosky, Jim	CRINKLEROOT'S BOOK OF ANIMAL TRACKS AND WILDLIFE SIGNS. G. P. Putnam's Sons, 1979.
Arnosky, Jim.	CRINKLEROOT'S BOOK OF ANIMAL TRACKING. Bradbury Press, 1989. (A revised edition of the previous book.)
Ennion, E. A. R. and N. Tinbergen.	TRACKS. Oxford University Press, 1967.
George, Jean Craighead.	SNOW TRACKS. Dutton, 1958.
Selsam, Millicent E.	HOW TO BE A NATURE DETECTIVE. Harper and Row, 1966.
Webster, David.	TRACK WATCHING. Franklin Watts, 1972.

Other suggestions for activities are included in the EXPLORING ANIMAL HOMES activity sheet.

Courtesy: Ann Chambers and Alice Campbell
Chesterfield County Libraries

SNAKES ALIVE

PROGRAM OUTLINE:

Invite an area naturalist into your library along with several (harmless) slithery friends. The naturalist might consider discussing the characteristics of reptiles, how to tell a poisonous snake from a non-poisonous snake, folklore associated with snakes (myths and misapprehensions), and other interesting aspects of snake and reptile behavior. BIRDS, BEASTS, BUGS AND US includes a program outline for a similar program called "Good Gracious Snakes (and other things) Alive!" that gives a good outline for a naturalist to follow on pages 36-37.

You may open the program with some of the sillier jokes and riddles from SNAKES ALIVE and follow with a brief snake story like one of Noble's Jimmy's Boa books or Waber's THE SNAKE or Wildsmith's PYTHON'S PARTY.

Be sure to display a variety of fiction and nonfiction books about snakes and don't be surprised if you find that most of them fly out of the library after the program.

This program may also be expanded to a "reptile roundup" by including other animals in the program.

A craft activity that works well with this program is included in BAGS ARE BIG! A PAPER BAG CRAFT BOOK on page 60. Follow the pattern in the book to create a "boa buddy" by using lunch bags (or grocery bags for a greater effect). You can pre-construct the boa before the program and supply markers, crayons, glitter, construction paper, etc... and allow each child to decorate a portion of the boa. Let the group parade the "boa" for the parents to admire and display it in the library with any snake books you have available.

This program can be used with children ages 5 and up, but it also works well as a family program as parents tend to be intrigued by snakes as much as the children.

Stress the environmental importance of snakes and attempt to instill a 'live and let live' attitude if possible. Allow time for the participants to handle the snake(s) that have been previously conditioned to handling. **DO NOT FORCE ANYONE TO TOUCH A SNAKE.** Also, allow time for participants to share some of their own snake stories.

The time span of this program is extremely flexible, depending on the number of participants and the number of activities and stories you choose to include. Expect a capacity crowd.

40

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

SNAKES ALIVE

A SELECTIVE BIBLIOGRAPHY

NONFICTION

Pease, Jim. Birds, Beasts Bugs and Us: Activities for Environmental Education. Iowa State University Cooperative Extension Service. n.d.

Renfro, Nancy. Bags Are Big! A Paper Bag Craft Book. Renfro Studios, 1983.

Burns, Diana L. Snakes Alive - Jokes About Snakes. Lerner Publishing Company, 1988.

Linzey, Donald W. Snakes of Virginia. University Press of Virginia, 1981.

National Wildlife Federation. The Unhuggables: The Truth About Snakes, Slugs, Skunks, Spiders, and Other Animals That Are Hard To Love. National Wildlife Federation, 1988.

FICTION

Noble, Trinka H. Jimmy's Boa and the Birthday Bash. Dial Books, 1989.

Waber, Bernard. The Snake: A Very Long Story. Houghton Mifflin Company, 1978.

Wildsmith, Brian. Python's Party. Franklin Watts, Inc., 1975.

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

COME TO YOUR SENSES

(a series of explorations for ages 6 and above)

Skilled explorers need to gather information in a variety of ways. These activities are designed to help children explore their senses and the information each sense provides.

SIGHT

1. Set up a number of books of varying sizes, shapes, and textures. Place the books at different angles and heights. Divide the group into partners. One partner is blindfolded and taken on a "trust walk" and sensory exploration of a single display book. After examining the book, the person is taken back to his or her seat. Blindfolds are removed and, using only his or her eyes, each person must find the book they examined.

2. Sometimes our eyes are deceived. Have each child take a potato and, using pipe cleaners, tissue paper, toothpicks, paper, crayons, glue, leaves, and other natural materials, make a camouflaged "animal." Let them hide the animal outside (within a limited area) and challenge the librarian to find it.

HEARING

1. Show a short film such as ZEA by turning the picture off and playing the sound. Discuss what you know by just hearing the movie. What was it about? What do the characters look like? Where does the film take place? Show the film again, this time with the pictures, to check your conclusions.

2. Teach children a few words in sign language. Tell a story that uses repetition and let the children sign the key words. Sing 'B-I-N-G-O" and sign those letters which would normally be omitted. Discuss how people communicate when they cannot hear.

3. Play "Listening Lotto" where children identify and match sounds they hear to pictures on their game cards.

TASTE AND SCENT

1. Have a tasting party. Put out small cups with samples of apples, cheese, pear, honey, soy sauce, and lemon juice. Ask children to hold their nose and try to identify the substances. See if they can identify the different flavors of hard candy if they are unable to see the colors.

2. Make a pomander using oranges and cloves. Explain how and why pomanders are used and how they were once thought to protect against infection.

3. Punch holes in the tops of plastic film cans. Inside the cans place cotton balls soaked with alcohol, lemon juice, vinegar, vanilla extract, peppermint, and the like. Prepare two cans and ask young people to match the pairs of scents and identify them.

TOUCH

1. Place identically textured items in two paper bags. Place a different texture in a third bag. Ask children to identify the matching textures. Then ask them to do it again with gloves on.

2. Make a "Feelie Picture." After reading a story (perhaps one with animal characters), use a variety of textured materials (cotton, felt, corrugated cardboard, vinyl, foil, etc.), to make a picture that conveys the texture of each character. This works best if the available materials are NOT the appropriate colors for the characters in the story. Give children a chance to touch one another's pictures.

3. Blindfold a child and have him or her walk barefoot through various textures (or, if you prefer, sit in a chair and place feet in a dishpan). Can he or she identify the substance? Cornflakes, soapy water, cold spaghetti, fake fur, etc). Would it be easier to use hands? Why?

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Library

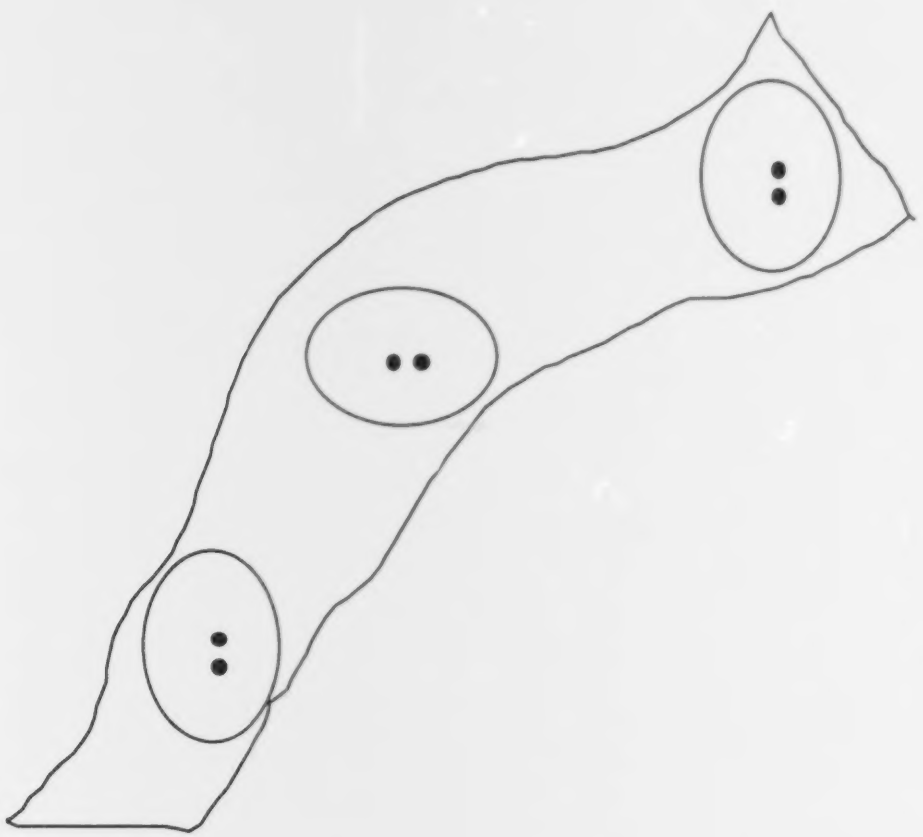
EXPLORING STORY

UNRAVEL THE STORY
or
THE TELL-TALE RIBBON
for ages 7 and up

Tape buttons to long strips of paper or fabric. Buttons should be approximately 1 to 3 yards apart. Tape or glue strips together into one long piece and roll into a large ball.

Begin a story and pass the ball around the group letting it unroll as it goes. Whenever there is a button the child who reveals it must add to the story.

Small pictures cut from catalogs can be used instead of buttons and must be incorporated into the tale.



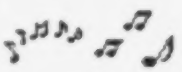
Tape a small square of paper over one end of a cardboard tube. Place a small amount of macaroni or dried beans in the tube and tape paper over the other end. Shake to produce sound.

SAND BLOCKS

Glue sandpaper to wooden blocks. When glue has dried these may be rubbed together.

WHISTLES

Blow across the open top of a narrow necked jug to produce an intriguing sound.

MAKING MUSIC 

Recite nursery rhymes and songs (Eensy, Weensy Spider; Twinkle, Twinkle Little Star; Peas Porridge Hot, etc...) with the participants and encourage them to make 'music' with their instruments. Vary the speed and pattern of the rhymes. "I Am A Fine Musician" is also useful.

Listen to the way each instrument sounds as a solo instrument and as a part of the group.

Making Musical Instruments by Ann Wiseman and Recyclopedia Robin Simons offer additional ideas and suggestions.

EXPLORING THE SENSES - TOUCH

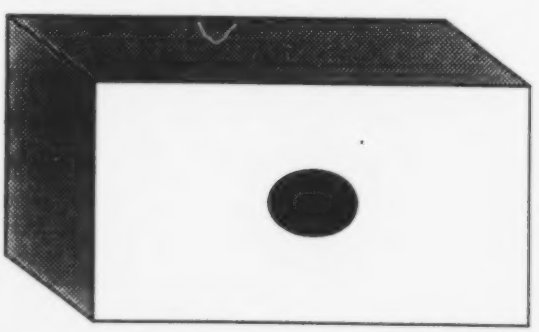
THE GHOST OF OLD JEFF COBB

In Bernice Wells Carlson's version of a traditional folktale, objects are passed around the circle while a spooky tale is told. In a darkened room the objects feel like the 'parts' of the old geezer.

- peeled grapes for eyes
- dried apricots for ears
- knobby carrots for fingers
- dried corn kernels for teeth
- wet rubber glove for hand
- yarn or mophead for hair
- wet round sponge for brains
- cold wet spaghetti for innards

FEELY BOX

Cut a hole large enough for a child's hand in a medium size cardboard box. Tape a black glove with the fingers cut off over the hole so that someone could reach through it to feel what is inside the box. Place several small objects (nerf ball, book, comb, rock, small toy, piece of cotton, etc.) in the box and seal with tape. Permit children to reach inside and feel what is there. Provide paper and pen so that the participants can record their responses. For younger children, consider a list of objects so that they can circle the ones they feel.



Name
Age
I felt _____

_____

_____

_____

_____

EXPLORING THE SENSES - SOUND

Inexpensive and readily-available materials offer youngsters an opportunity to create a variety of musical instruments and explore the realm of sound and music making.

SUPPLIES:

Empty coffee cans, milk jugs, oatmeal boxes

Plastic jars or containers with lids

Pencils, chopsticks, or small dowels

Empty paper towel rolls or toilet paper tubes

Paper plates

Yarn, string, crepe paper

Markers or crayons

Tape and glue

Scissors

Sandpaper

Small wooden blocks of 2x2 wood (sanded smooth)

Macaroni, dried beans, or rice

DRUMS

Drums can be made of empty plastic milk jugs, metal coffee cans with plastic lids, or empty oatmeal boxes. If desired, coffee cans and oatmeal boxes may be covered with decorated lengths of construction paper. Use a pencil, chopstick, or small wooden dowel for a drumstick.

RATTLES

Sew small bells to a ribbon, piece of cloth, or elastic. Wear on wrist or hold.

Punch hole in one end of an empty coffee can and thread sturdy yarn or string through it. Strike with small dowel.

Pour a small amount of macaroni, dried beans, or rice into empty, clean plastic salad dressing bottles, coffee cans, or peanut butter jars. Screw on lid and shake.

Decorate the bottom sides of two paper plates. Place a small amount of macaroni, or dried beans on one plate and glue or staple the other plate over it. A few strips of ribbon or crepe paper may be added as streamers just before the plates are sealed together. Shake to produce sound.

EXPLORING PALEONTOLOGY

DIGGING FOR DINOSAURS

Create dinosaur bone shapes from cardboard or lightweight plywood. Use a different color for each dinosaur. Hide "bones" in sand in large wading pool(s).

Discuss with the participants how archaeologists work.

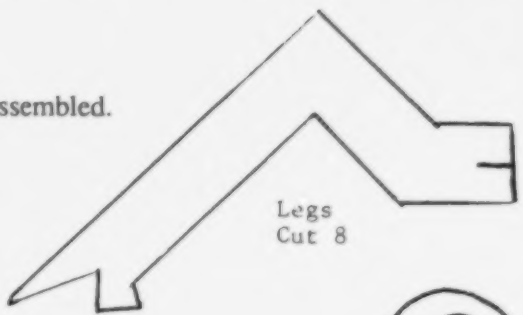
Provide each child with a small brush for digging. Permit each participant to have an opportunity to 'unearth' a bone. Then discuss the topic of dinosaurs (when, where, why, how, etc).

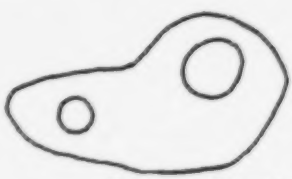
Then the children should break into groups according to the color of 'bones' they have unearthed and assemble them into a dinosaur.

Display dinosaurs in the library.

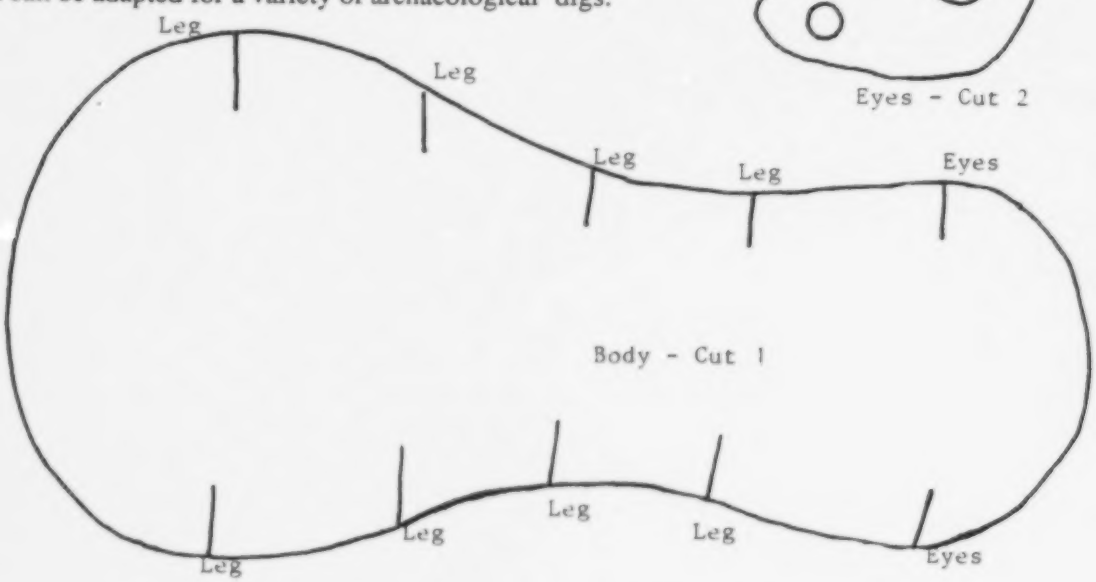
Brodart offers a large cardboard dinosaur which can be assembled.

Films: The Enormous Egg or Dinosaur Bones
Video: Digging Dinosaurs

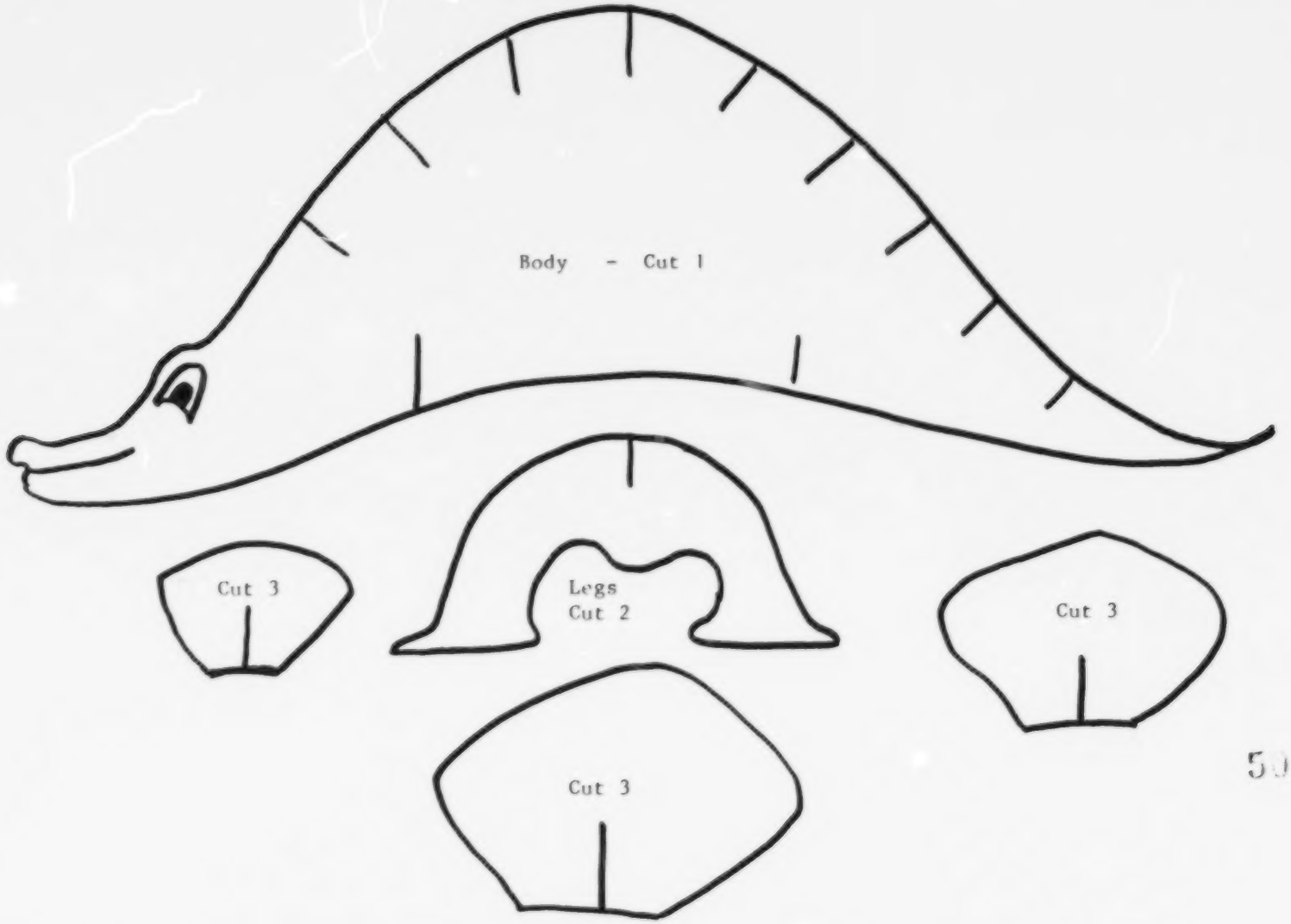




This program can be adapted for a variety of archaeological 'digs.'



Courtesy: Donna Matthews, Reston Regional Library
Fairfax County Library System



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EXPLORING YOUR COMMUNITY

Make maps of the usual routes children take to the library. Encourage them to be aware of the various buildings, landmarks, or signs. Use inexpensive newsprint or plain paper for maps.

At first don't be concerned with scale. Draw according to what you remember. Put in as much detail as you can.

With young children you may want to draw in the basic stuff and encourage the child to draw 'what's next,' i.e., houses, trees, etc.

Be sure to label all of the important points.

A map of the library or children's room may also be created.

ALVIN SCHWARTZ "TREASURE HUNT"

The Farrar, Straus and Giroux **"Alvin Schwartz Treasure Hunt"** can be used as a group activity or as a worksheet for individual young patrons. **The paperback prizes mentioned in the flier are no longer available**, but some of the bookmarks may still be obtained by contacting the FS&G Promotions Department.

You can develop your own coded message to substitute for the one provided by FS&G on the flier by using the same premise as "Beale's Cipher" (number 2) found in Chapter six of GOLD AND SILVER, SILVER AND GOLD. The actual cipher key is page four of GOLD AND SILVER.

Small prizes for those completing the worksheet might include plastic bookbags, buttons, bookmarks, publisher's promotional material, gold foil covered chocolate coins, Hershey kisses (silver), and so forth.

For a tried and true Treasure Hunt program outline (ages 8+) write or call Ann Chambers, Chesterfield County Library, 9501 Lori Rd., Chesterfield, VA 23832. 804/748-1760.

Special thanks to **FARRAR, STRAUS AND GIROUX** for allowing the use of the Alvin Schwartz Hunt form.

Courtesy: Ann Chambers
Chesterfield County Libraries

THE FARRAR, STRAUS AND GIROUX

ALVIN SCHWARTZ TREASURE HUNT

SUMMER READING

Alvin Schwartz's newest book, **GOLD AND SILVER, SILVER AND GOLD:** *Tales of Hidden Treasure*, is packed with legends, true stories, and tall tales all about treasure. Now your children can enjoy the adventure and excitement of their very own treasure hunt. There are clues from **GOLD AND SILVER**, as well as from Alvin Schwartz's three other books published by Farrar, Straus and Giroux—**THE CAT'S ELBOW** *and Other Secret Languages*, **TALES OF TRICKERY** *from the Land of Spoof*, and **FAT MAN IN A FUR COAT** *and Other Bear Stories*. Using these clues, the children will uncover the location of the treasure.

The children can use the books in your public library in preparation for the treasure hunt, or you can order copies of the above titles directly from us—at a 20% discount. We will process the orders from our office as soon as they are received.

We suggest that you read aloud to the group from one or two of the books to get them started, then separate the children into four sections, one group responsible for each of the four books used for the clues. That way, the entire group will be able to participate in the **ALVIN SCHWARTZ TREASURE HUNT.**

Once the children decode the cipher—using the same premise as Thomas Jefferson Beale's Cipher #2 in Chapter 6 of **GOLD AND SILVER**—you simply send in the completed treasure hunt sheet. Each entrant will receive a set of bookmarks and one F S G paperback book autographed by Alvin Schwartz. *

* No longer available.

The Farrar, Straus and Giroux Alvin Schwartz Treasure Hunt

Alvin Schwartz has collected a treasure, hidden it away, and now, as he embarks on a new quest, he's left a coded message telling where that treasure can be found. Can you locate it?

USING **GOLD AND SILVER, THE CAT'S ELBOW, TALES OF TRICKERY,** AND **FAT MAN IN A FUR COAT,**
ANSWER-WAY E-THAY UESTIONS-QAY ELOW-BAY. EIR-THAY
IRST-FAY ETTERS-LAY ILL-WAY ELL-TAY, OU-YAY ERE-WHAY O-TAY O-GAY
O-TAY IND-FAY E-THAY EY-KAY O-TAY E-THAY IPHER-CAY. (ASK-WAY ISTER-MAY EALE-BAY!)

1) What did they call the lake Robert Stoddard found and lost? _____

2) Who's the furry fiend who has two toes missing from his left foot? _____

3) What is All Fools' Day in Mexico called? _____

4) Another name for Tutney is _____.

5) A Dahut's American cousin is a _____.

6) What is the secret language used in Albany, NY? _____

7) This ship came to the rescue of the Thetis. _____

8) What do you add to this famous soup after the blackstrap molasses? _____

9) Who is Sasha's trainer? _____

10) The Edward who found treasure on Strong Island is _____.

11) Who is SINA's president? _____

12) The ship that went down with the Santa Margarita is the _____.

13) Who is Lady Washington's human? _____

14) Another name for an *otopteryx volitans* is _____.

15) When Boontlings argue, they have a _____.

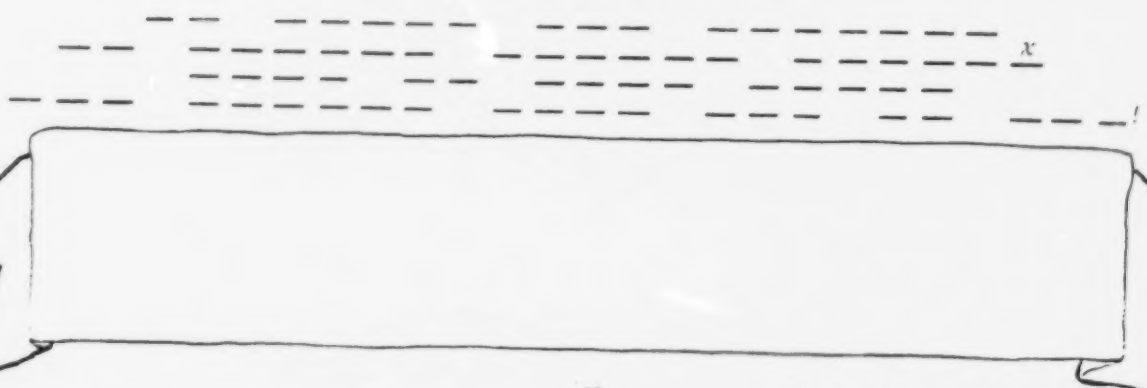
16) William H. and his smart son are _____.

17) He rassled a bear and won. _____

18) In what country did Ku originate? _____

171·233·62·263·111·1·119·316·287·186·311·39·341·142·178·221·96·331·338·154·10·322·277·185·53·119·335·186·128·279
52·130·333·277·158·216·X·75·138·249·11·339·221·4·34·211·31·162·307·173·322·51·145·109·96·25·339·146·221·313·277
37·279·85·120·341·305·243·15·96·168·270·279

Tucked in a corner
Hidden away
A treasure chest will brighten the day



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Farrar Straus and Giroux

TREASURE HUNT QUESTIONS

Answers to these questions may be found in

"TALES OF TRICKERY" by Alvin Schwartz (Farrar, Straus and Giroux)

3. What is "all fool's day" in Mexico called? _____

5. A dahut's American cousin is a _____

8. What do you add to this famous soup after the blackstrap molasses? _____

11. What is the last name of Sina's president? _____

14. Another name for an otopteryx volitans is _____

16. William H. and his smart son share what surname? _____

TREASURE HUNT QUESTIONS

Answers to these questions may be found in

"FAT MAN IN A FUR COAT" by Alvin Schwartz (Farrar, Straus and Giroux)

2. Who is the furry fiend who has two toes missing from his left foot? _____

9. Who is Sasha's trainer? _____

13. Who is Lady Washington's human? _____

17. Who "rassled" a bear and won? _____

TREASURE HUNT QUESTIONS

The answers to these questions may be found in

"GOLD AND SILVER' by Alvin Schwartz (Farrar, Straus and Giroux)

1. What did they call the lake Robert Stoddard found and lost?_____

2. This ship came to the rescue of Thetis _____

10. The Edward who found the treasure on Strong Island is_____

12. The ship that went down with the Santa Margarita is the_____

TREASURE HUNT QUESTIONS

The Answers to these questions may be found in

"THE CAT'S ELBOW" by Alvin Schwartz (Farrar, Straus and Giroux)

4. Another name for Tutney is _____

6. What's the secret language used in Albany, NY?_____

15. When Boontlings fight they have a_____

18. In what country did Ku originate?_____

CAMOUFLAGE CAMP

PROGRAM OUTLINE:

Ask the Public Affairs Officer at a nearby military base to provide personnel to appear in full camouflage gear and to discuss camouflage techniques, the history of military camouflage, different types of techniques, and materials used in various areas and under different conditions (arctic vs. jungle). See if they can bring different types of clothing and equipment along as well. (The camouflaged vehicle that the army personnel drove up in aroused just as much interest as the rest of the program.) If possible, provide face paint in camouflage colors and have the military personnel help the young people camouflage their faces - provide clean-up material, such as baby wipes, as well. While the face painting goes on provide another activity to keep the other participants busy. Several activities are included in this outline.

Be sure to allow time for the military to respond to your request, expect some red tape, and be flexible in your program plans.

Use the military aspect of the program as a hook to lure young patrons who might not normally be interested in library programs. Stress the importance of camouflage in the natural world. If a naturalist is available, make him or her a part of the program as well and invite any camouflaged critters the naturalist has also. Discuss other ways (mimicry, etc.) that animals protect themselves . Use some of the nonfiction titles listed in the bibliography to spark discussion. Some of the photographs are fun to use to see if the children can find the hidden animals.

This program was designed as a two hour program equally divided between the military and the natural world. It could be broken down into shorter programs using either component.

OUTDOOR ACTIVITIES

Materials needed: Assortment of toothpicks in different colors

Procedure:

Scatter the toothpicks over a green lawn. Allow the children a specified period of time to find as many as possible. Count the number of each color found. Which colors were easiest to find? Which were hardest? Why?

UN-NATURE TRAIL:

Materials needed: man-made objects, litter, etc.

Procedure:

Mark a short trail near the library (5 to 10 feet). Place the unnatural objects along the trail, some in plain sight, others will blend in to the surroundings. At least some of the objects should be brightly colored to really stand out on the trail. Have the children walk the length of the trail one by one and then tell you how many objects they spotted that were unnatural. Ask them not to pick up any of the objects so that others will have the same chance to spot them all. Have them walk through several times if they don't spot all the objects the first time through. Or, if time constraints exist, walk them through as a group and point out the objects. Discuss which ones were hard to find (and vice versa).

INDOOR OR OUTDOOR ACTIVITIES

HIDING ANIMALS BY CAMOUFLAGE:

Materials needed: Crayons, markers, paints, stiff paper, scissors, etc.

Procedure:

Ask the young people to design, color, and cut out animals (real or imaginary). When the animals are done, divide the children into groups and have one group hide their animals in relatively plain sight but so they will be concealed by camouflage. How many can the other group spot? Repeat, swapping the roles of the groups. Or let the children hide their animals from the librarian and see how many can be found.

POTATO ACTIVITY

Materials needed: Potatoes for each child or group, a variety of materials such as pipe cleaners, paper, markers, toothpicks, glue, glitter, etc. Also use natural material like twigs, leaves, etc.

Procedure:

Assign the children to small groups if desired, assign groups or individuals a type of habitat that can be found near or in the library. Use at least two types of habitats. (We used a lawn area and a wooded area on library property.) Indoors you could use a stacks area or storyroom area. Let each child or group design a potato animal that will blend in with the assigned environment. Some may want to ignore the design restrictions placed by the environment. Let them be creative, but also discuss why a creatively designed "flashy" potato animal might have a rough time in a particular habitat. Let the groups of individuals hide their animals and then see if they can be found.

These activities are adapted from the Cornell book and from some "project wild" activities. They sound a little odd, but most groups become really involved in the activities.

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

ADVENTUROUS EXPLORERS

This young adult quiz may be used as a hand out or as a contest featuring a different explorer/ adventurer each week.

Some of the explorers/adventurers are not as well known so it might be helpful to have the young adults try to match the names to the questions or else be able to browse through display materials concerning these individuals.

For an "Explorer Bibliography," please write Ann Chambers, Chesterfield County Library, 9501 Lori Road, Chesterfield, VA 23832.

ADVENTUROUS EXPLORERS

Match the names of the following explorers to their adventures:

Charles Darwin
Sir Douglas Mawson
Richard Burton
Pilatre De Rozier
Sir Walter Raleigh
Robyn Davidson
Mary Kingsley
Ibn Battuta
Odysseus
Roy Chapman Andrews
Marguerite Harrison
Jacques Cousteau
Matthew Henson
Thor Heyerdahl
Howard Carter

1. Name the noted dinosaur hunter many claim to have been the real life counterpart of Indiana Jones. _____

2. This 18th century Frenchman became the first man to fly. _____

3. Who was the Egyptologist that saw 'wonderful things" when he first opened King Tut's tomb? _____

4. This explorer originally planned to become a country parson, but discovered a different career as the H. M. S. Beagle's seasick naturalist. _____

5. Name the 19th century explorer that referred to herself as "the voyager". After accidentally falling into an extremely deep game pit (complete with sharpened stakes) she merely remarked, "It is at these times you realize the blessings of a good thick skirt," and continued on her African journey. _____

6. The inventor of the aqualung, this Frenchman has been exploring, experimenting, and filming in the undersea world for over forty years. _____

7. This swashbuckling Englishman became better known as a sea captain, colonist, and as the popularizer of tobacco; but his dangerous journey up the Orinoco River was equally notable.

_____

8. Not to be confused with the 20th century actor who married Elizabeth Taylor, this explorer also translated a version of the"Arabian Nights" that scandalized his Victorian peers. His partnership and rivalry with John H. Speke has inspired a book and movie due out in 1990.

_____

9. This Norwegian led the Kon-Tiki and the Ra expeditions. _____

10. This Baltimore debutante became an American spy and was the first woman to be arrested by the Soviets and imprisoned in the notorious Lubinaka Prison. In later life she pursued a career as a filmmaker and produced the second documentary film ever made which followed a nomadic Persian tribe on their annual migration. _____

11. In the 14th century this Arab explorer endured shipwrecks, pirate attacks, crazed despots, and more as his journeys took him through Africa, the Far East, Asia, Europe, and the Middle East. Over a twenty year period he traveled more than 75,000 miles and set a record for land travel that remained unbroken for centuries. _____

12. This Antarctic explorer outlasted two other companions during a harrowing journey that included several "special disappointments" (his term for unpleasant events like freezing, being poisoned by dog livers consumed to prevent starvation, dangling over great chasms, and having the soles of his feet completely fall off). _____

13. In the 1970's this young woman made tracks across the vast Australian desert along with four camels. _____

14. This mythological Greek explorer took the long way home. As related by Homer, his odyssey included encounters with the Sirens and Cyclops. _____

15. Name the African-American that was such a vital part of Peary's expedition to the North Pole.
_____

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

CRAFTS

CRAFT IDEAS

MAKE A JUG

Supplies:

- Old jar (Syrup jars with handles are good)
- Masking tape
- Shoe polish

Thoroughly cover jar with small pieces of masking tape. The shape of the jar may be altered with the addition of handles of masking tape or newspaper taped on and completely covered with tape. Color with shoe polish. Looks like an ancient jug when done! Participants could also make paper flowers to go in their creations.

FABRIC ART

Supplies:

- T-shirt or pillowcase (white, preferably 50/50)
- Crayola Fabric Colors
- Iron
- White newspaper (newsprint)

Have children bring their own T-shirt or pillowcase. Draw a design or picture on paper. Transfer with iron - instructions are on crayons. Hand out iron-on instructions for children who forgot to bring a T-shirt. They may iron-on their drawing at home.

Variation:

Cut flower and leaf shapes out of fabric scraps. Iron onto "Wonder Under" (Pellon). Let children create a design on their T-shirt or pillowcase with the leaves and flowers. Iron to affix permanently.

BEACH PARTY

Bring beach towels and play indoor beach games (i.e. Hokey Pokey, the twist, parachute games, etc.) Award prizes for the wildest sunglasses or craziest beach hat.

Courtesy: Penny Garris
Pamunkey Regional Library

CREATE A JUNGLE

Supplies:

- Poster paints
- Brushes
- Wide roll of white paper

Begin with long pieces of white paper. Paint a few trees, vines, bushes, etc. to get the jungle started. Have the children continue with more plants plus monkeys, lions, tigers, etc. A good outdoor activity. Display the finished jungle in the library.

PEANUT BUTTER ART

Supplies:

- Bread
- Peanut Butter
- Raisins, coconut, horizontally sliced carrots, celery, apples, etc...
- Paper plates
- Plastic knives
- Napkins

Give each child a slice of bread. Spread with peanut butter and then create a masterpiece with the sliced vegetables, etc. Let each child show off his work of art before eating.

GROW A VINE

Supplies:

- Sweet Potatoes - 1 per participant
- Toothpicks
- Plastic jars

Insert 3-4 toothpicks in a sweet potato and suspend in a jar of water so that one end of the potato is immersed. Within a few days the sweet potato will start to sprout leaves. Maintain water level to keep moist and watch it grow.

Courtesy: Penny Garris
Pamunkey Regional Library

PENNANT

Throughout history flags, banners, and pennants have been used as symbols to identify possessions and to denote extraordinary achievements or personal accomplishments. For today's young explorers, participation in library explorations affords the opportunity to claim personal achievement, satisfaction, and recognition.

Pennants are usually long narrow triangular flags often used for identification.

They may be used as:

- badges to signify program participation
- part of a display
  as participants register for the summer program,

  as achievement awards when participants complete their reading goals
- incentives throughout the program
- a craft for a program
- bookmarks
- a take home activity page
- a contest to design a library pennant for special programs or occasions.

To create individual personal pennants you will need:

construction paper, felt, or fabric in a variety of colors

scissors

glue and/ or tape

markers and/ or crayons

pencils and plain paper for designing the pennant before construction takes place

several books on flags and pennants for ideas

Encourage children to be creative and design pennants which display their personal interests, talents, or abilities.

LEAF RUBBINGS

Supplies:

Paper

Crayons

A variety of leaves from trees, shrubs, flowers, etc.

Place a piece of paper over a leaf and gently rub a crayon across it to reveal the pattern.

Display rubbings in the library.

LEAF FANS

Select several large leaves from magnolia, gum, or sycamore trees. Glue or tape small sticks onto the back of the leaves to create a fan.

BUILD A DITHER CATCHER

It is a well documented fact that a dither can strike at any moment and with incredible swiftness. To prevent this from happening, construct a dither-catcher. Your invention may keep you and your friends from winding up 'in a dither.'

Place the following items in a small sack: (1 sack per participant)

4 pieces of construction paper (no larger than 4"x6")
1 button
1 paper plate
2 straws
1 marshmallow
1 paper cup
1 rubber band
1 3x5 card
2 paper clips
1/2 cup assorted macaroni or pasta
1 brass brad
1 10" piece of yarn
1 crayon (any color)

Participants are to construct their own version of a dither catcher. Since no one is sure just what a dither looks like each dither catcher will probably be different.

You may wish to have a few pairs of scissors and some tape or glue on hand.

Display the inventions in the library.

PAW PRINTS

Since paws may be difficult to obtain for this activity, fingers are a ready substitute.

An almost unlimited array of creatures can be created with ordinary stamp pads or poster paints, felt tip markers, and fingers. Experiment with the use of fingertips, the side of a finger and thumbs.

Be certain to use non-toxic inks. Clean up with soap and water or baby wipes.

ALTERNATIVES - AN OUTDOOR ACTIVITY

Have children remove shoes and socks and dip feet in tempera and walk on an old sheet or on large pieces of construction paper. Be sure to have plenty of water , soap, and paper towels for clean-up.

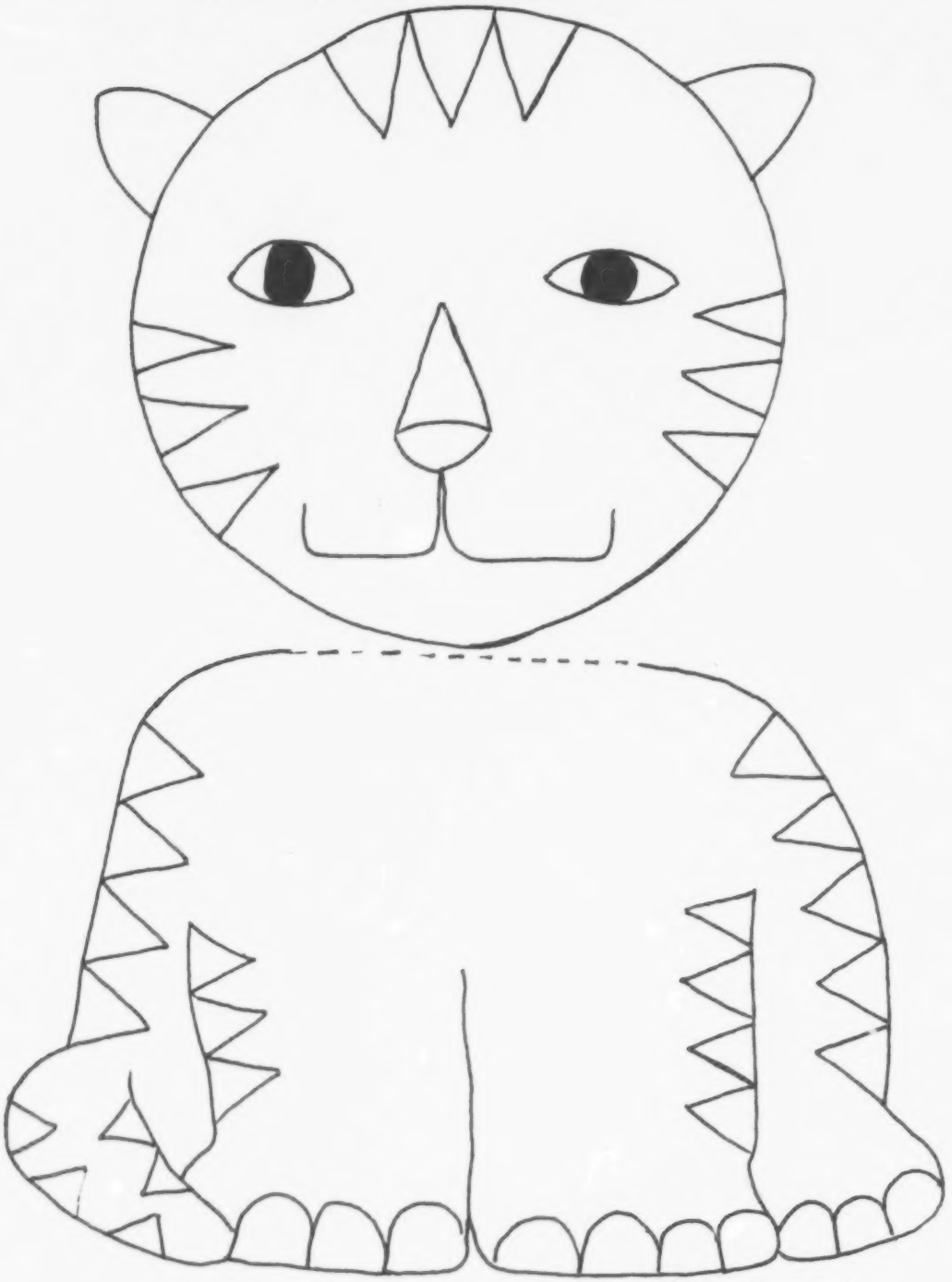
For variety, provide an assortment of shoes and let children dip the soles in tempera and make 'foot-prints' with them.

DISPLAY

Create a variety of footprints or shoe prints and have the children guess which matches which.

PAPER BAG TIGER PUPPET

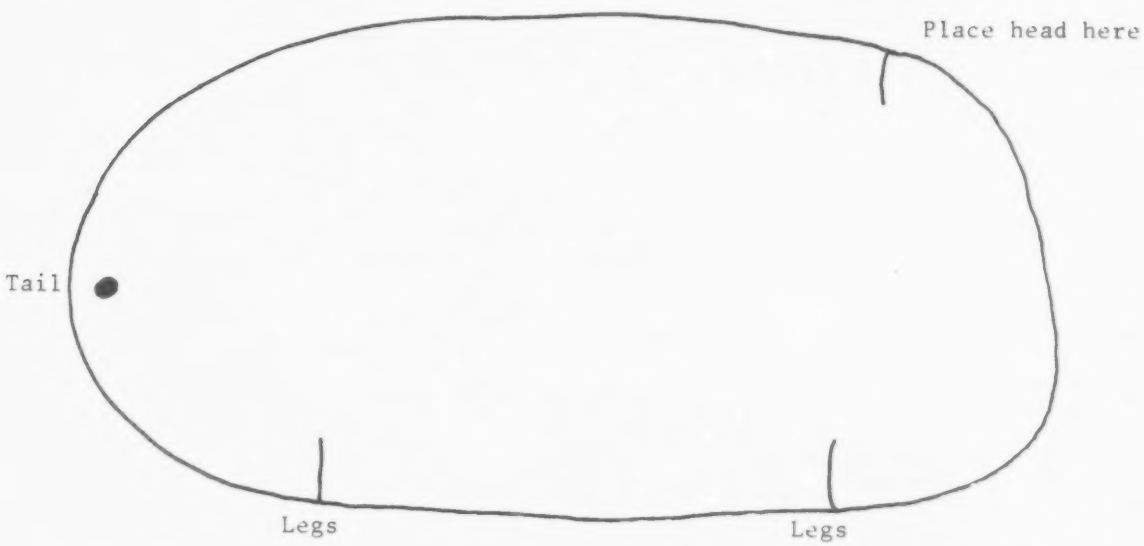
Color and cut out. Glue head to flap
of paper bag. Glue body below head.



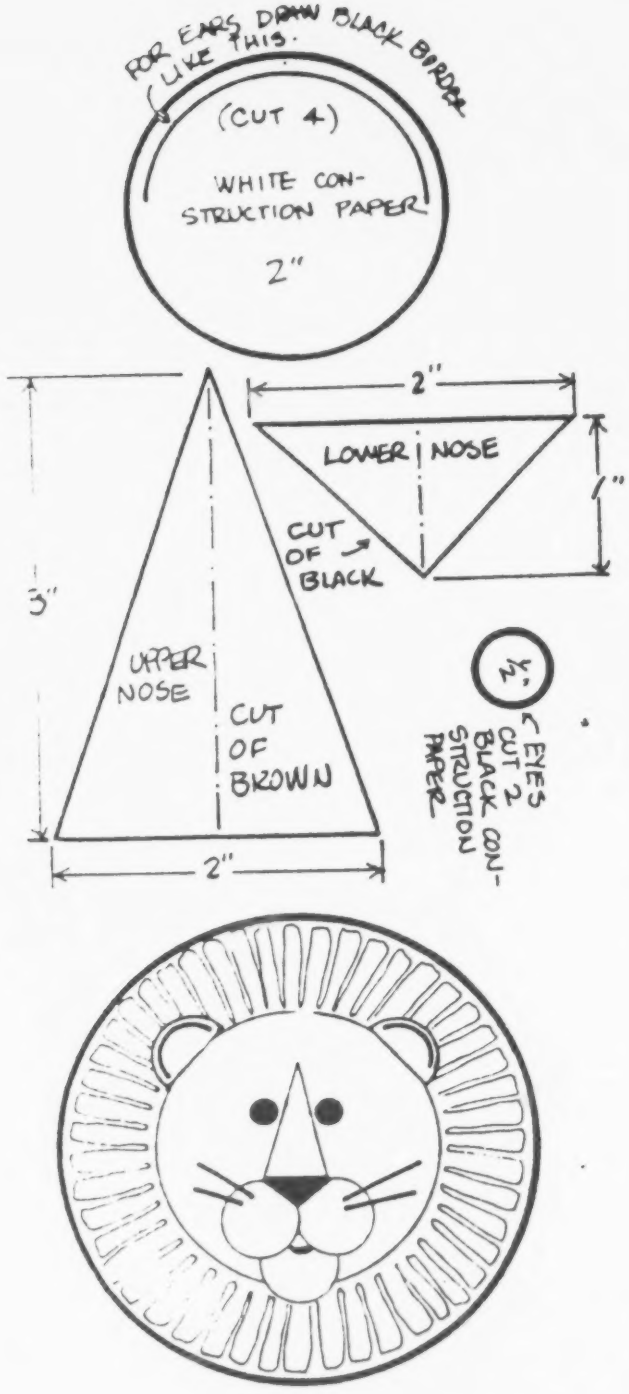
Courtesy: Penny Garris
Pamunkey Regional Library

SLOTTED TIGER CRAFT

Using the pieces below as a pattern, cut these shapes out of oak tag or cardboard. Cut slits where marked and decorate the tiger's head and body. Punch a hole where marked, and attach yarn for the tiger's tail. Insert the slits of the legs and head into the appropriate slits of the body. Stand tiger up and make it come to life!



Courtesy: Judith Edgell
Tazewell County Public Library



PAPER PLATE LION

This is a simple craft that's easy for toddlers as well as older children to do. Simple basic circle and triangle shapes are used to create a lion's face on a paper plate and as a finishing touch, the lion is brought to life by the use of moveable plastic craft eyes. The fluting on the plate gives a lion's mane effect. When the children are done, the "lions" can be stapled to a bulletin board, or hung from a ceiling by punching a hole in the top of the plate and affixing a string. **For very young children, it is recommended that the shapes be pre-cut.** For older children, use posterboard, and make patterns that the children can use to trace onto construction paper. Have one completed "lion" on display so that the children can refer to it for the placement of the shapes.

MATERIALS

FOR EACH LION YOU WILL NEED: A. One 9" paper plate with fluted edge. B. White, black and brown construction paper, yellow and black crayons, paste or glue, and scissors. C. EYES: Two ½" moveable plastic googley eyes (available at craft stores) OR two ½" black construction paper circles.

DIRECTIONS

1. Have children color paper plate yellow.
2. Trace and cut out FOUR 2" circles from white constructions paper, one large triangle from brown, and one small triangle from black construction paper.
3. For ears, draw a black border around one of the white circles, and then cut circle in half.
4. Paste or glue all shapes in place as shown in illustration. For eyes, use either the moveable plastic ones or two ½" circles of black construction paper.
5. Using a black crayon, draw in mouth and whiskers.

TODDLERS

Have children color paper plates yellow. With supervision have children paste all pre-cut shapes in place. Add mouth and whiskers with a black crayon. If you are using the moveable eyes, hand these out last, and caution children not to put the eyes in their mouths!

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ELEPHANT FINGER PUPPET

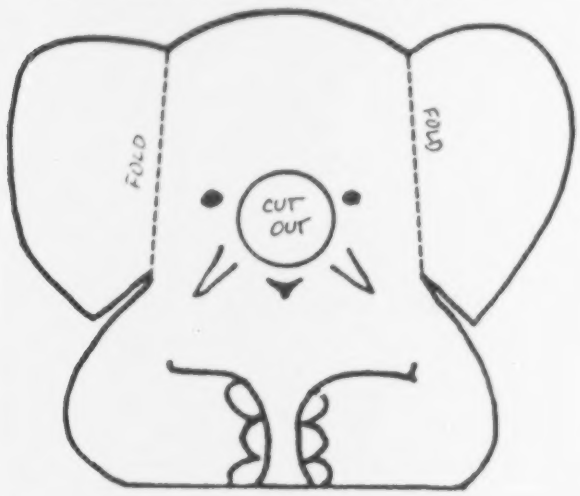
This is a very simple craft idea that even the youngest child will enjoy playing with. You could even have each child make two of the finger puppets, one for each hand. Then, encourage the children to make up their own stories about elephants. Let each child or group of children act out their stories for the rest of the group.

Pattern Preparation

Using the pattern below reproduce the finger puppet onto heavy gray construction paper. You can photocopy the pattern on the construction paper directly if you have a plain bond copier. Or trace the pattern onto a spirit master or mimeograph stencil and run the pattern on the construction paper. If you do not have any duplicating machines, then make several patterns out of posterboard and have children trace pattern on the gray construction paper and copy the features as best as they can. If you do not have gray construction paper, then use a heavyweight white construction paper.

DIRECTIONS

1. Give each child a copy of the pattern.
2. Have child trace features with a black marker or crayon (color gray with crayons if white construction paper has been used).
3. Cut puppet out. To cut center hole use a hole punch or a sharp pencil to help start the hole. You may need to give assistance with this.
4. Fold ears back along the dotted lines.
5. Have child make a loose fist, and then stick out one finger. Slip the hole in the elephant over the finger and the finger now becomes the elephant's trunk!



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LEO THE CLOTHESPIN LION

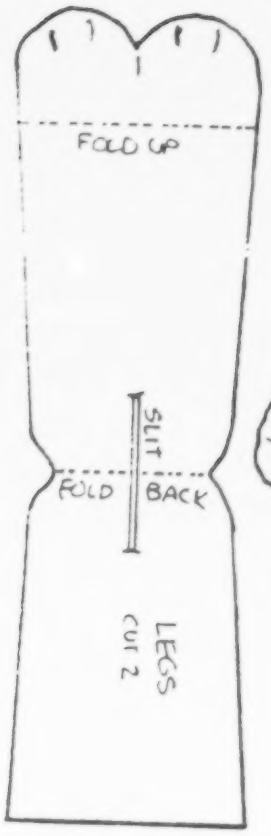
Children will really enjoy using something as common as a clothespin to help make a lion that can stand by itself. Ask each child to bring in 2 spring clip type clothespins, or purchase a bag for use by all. Should your budget be limited, directions are also included for making legs from posterboard.

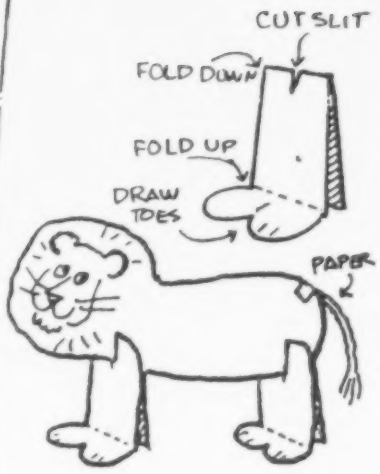
MATERIALS

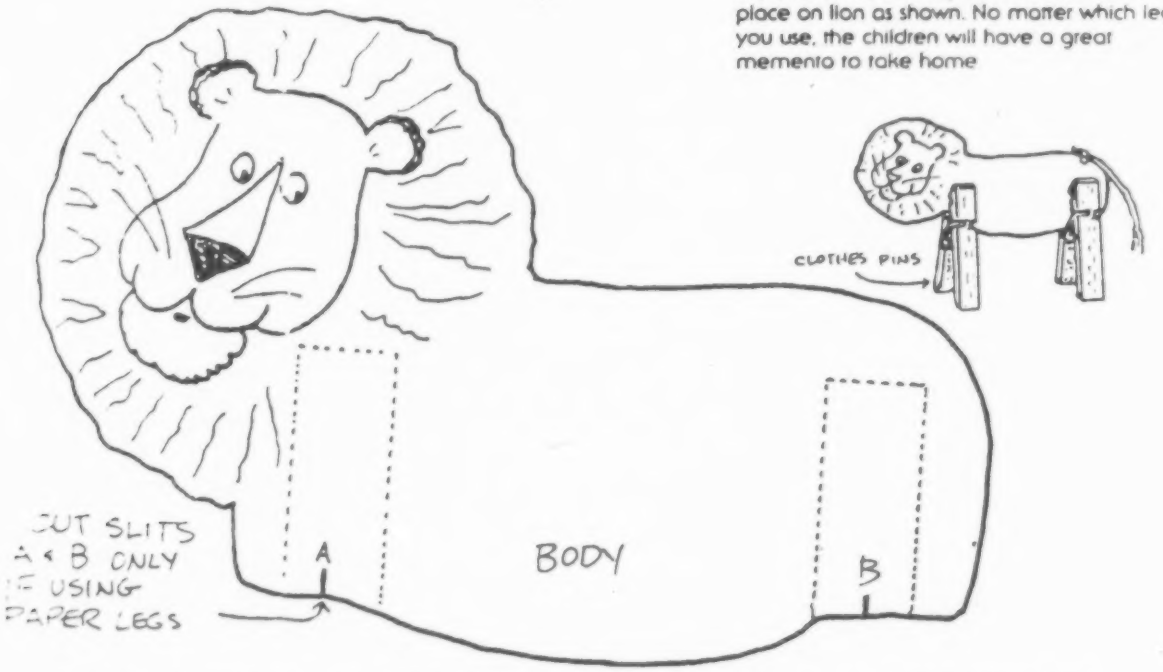
A. Lightweight yellow or tan posterboard, cardboard, or posterboard scraps. B. Black or brown crayons. C. Two spring clip clothespins per lion OR two posterboard legs from pattern on page 8. D. One 2-½" piece of string or thin twine per lion. E. Cellophane tape and scissors.

DIRECTIONS

1. Make several patterns from posterboard scraps or cardboard of the lion shape on page 8. Cut yellow or tan posterboard into 4" x 6" rectangles. Give each child one rectangle to trace lion pattern onto.
2. Cut out shape. Have children draw their own version of the lion's face and mane, on to the shape.
3. For legs and feet, clip clothespin in place. If you are making legs from posterboard, make patterns for children to use. Have each make two legs from yellow or tan posterboard. Fold legs on the dotted lines, and then cut slit as shown on page 8. Cut slits A and B on the lion's body as shown. Insert leg pieces, interlocking slits. Adjust so that the lion stands.
4. For the tail, ravel one end of the string for the end of the tail. Tape the other end in place on lion as shown. No matter which legs you use, the children will have a great memento to take home.







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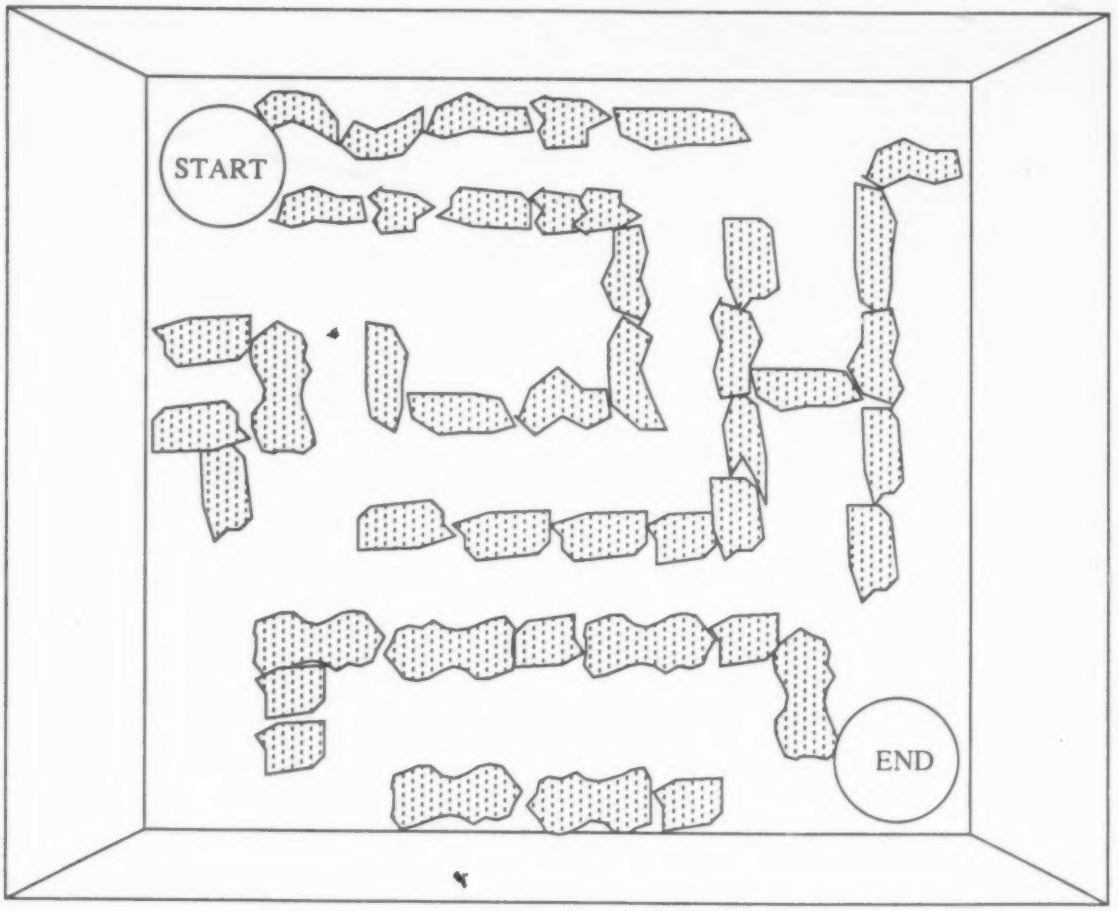
DESIGN A MAZE

Supplies:

Shoe box lids or other sturdy box lids
White glue (Elmers, Sobo, etc.)
Styrofoam packing squiggles or popcorn
Marbles (1 per participant)
1/2" green and red coding dots (1green and 1 red per participant)
Pencils

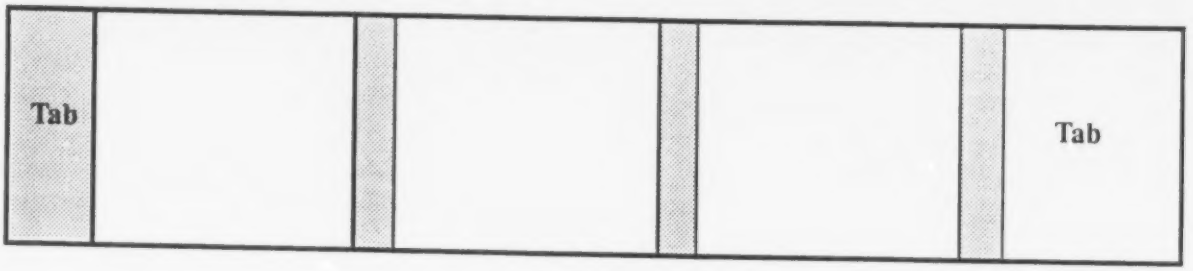
Directions

Place one green dot at side of box.
Glue styrofoam squiggles to inside of box lid in a maze pattern.
Place red dot at the ending point of the maze.
Place marble at one edge of the maze and, holding maze, maneuver marble through maze to end.



MAKE YOUR OWN MOVIES

Slit along the dotted lines. Draw pictures of your adventures in the story strip's spaces. Cut out story strip along solid line. Insert story strip through the slits on the screen and gently move strip across the screen as you tell the story.



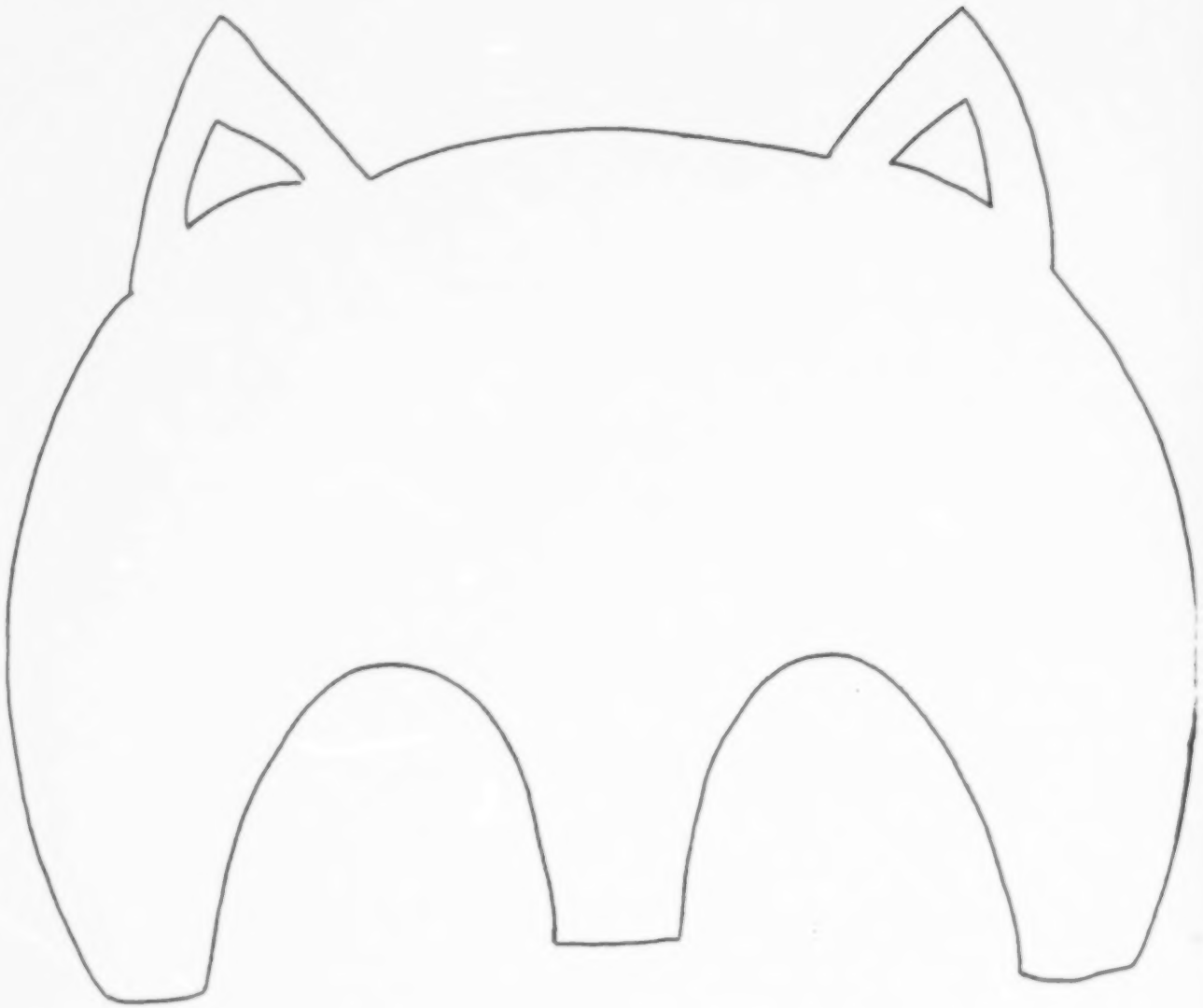
Courtesy: Children's Services Division
Wichita Public Library, Wichita, Kansas

MASKS

Color mask and glue to lightweight cardboard.

Cut out. Punch holes where marked.

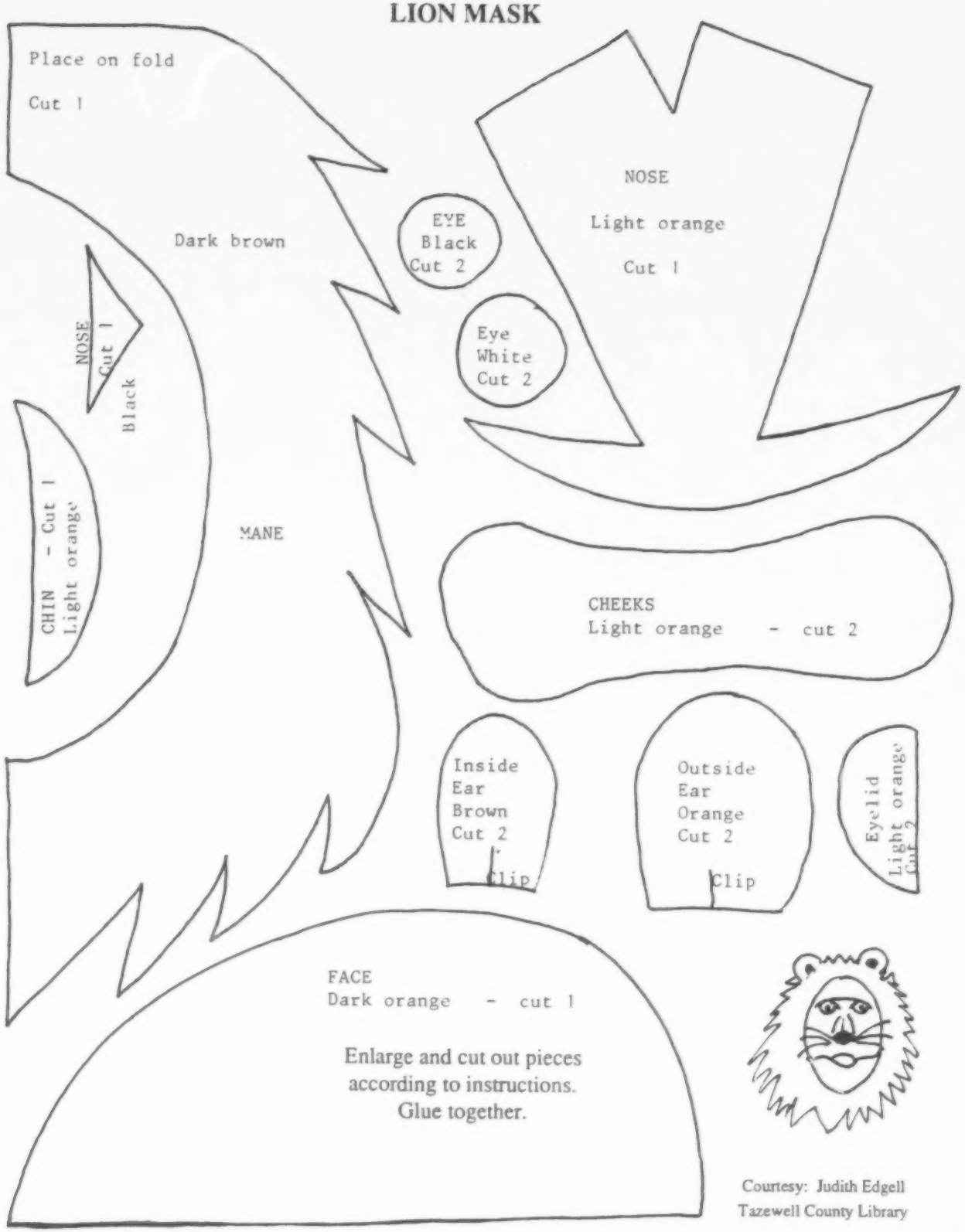
Tie or tape a piece of elastic
or string to mask.



To make different animals change the shape of the ears.

Courtesy: Sack and Act Players
Wichita Public Library, Wichita, Kansas

LION MASK



Enlarge and cut out pieces
according to instructions.
Glue together.

Courtesy: Judith Edgell
Tazewell County Library

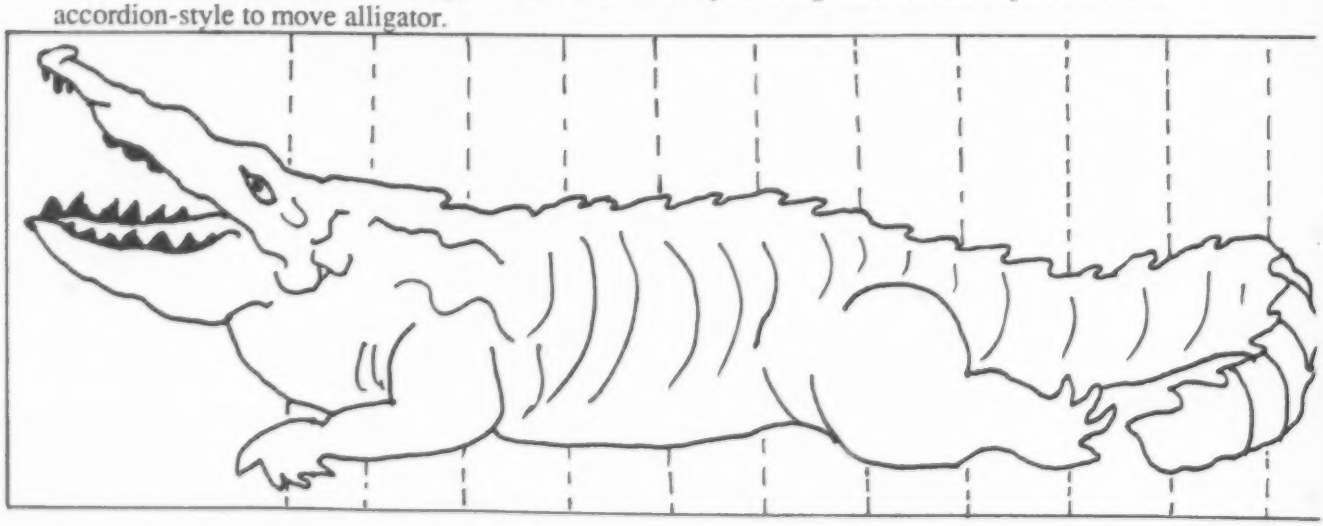
ANIMATED ANIMALS

Owl

Color owl and cut out owl and eyes along black outlines.
Cut out at slots 1 and 2 and insert eye strip through.
Gently push or pull eye strip to move eyes.

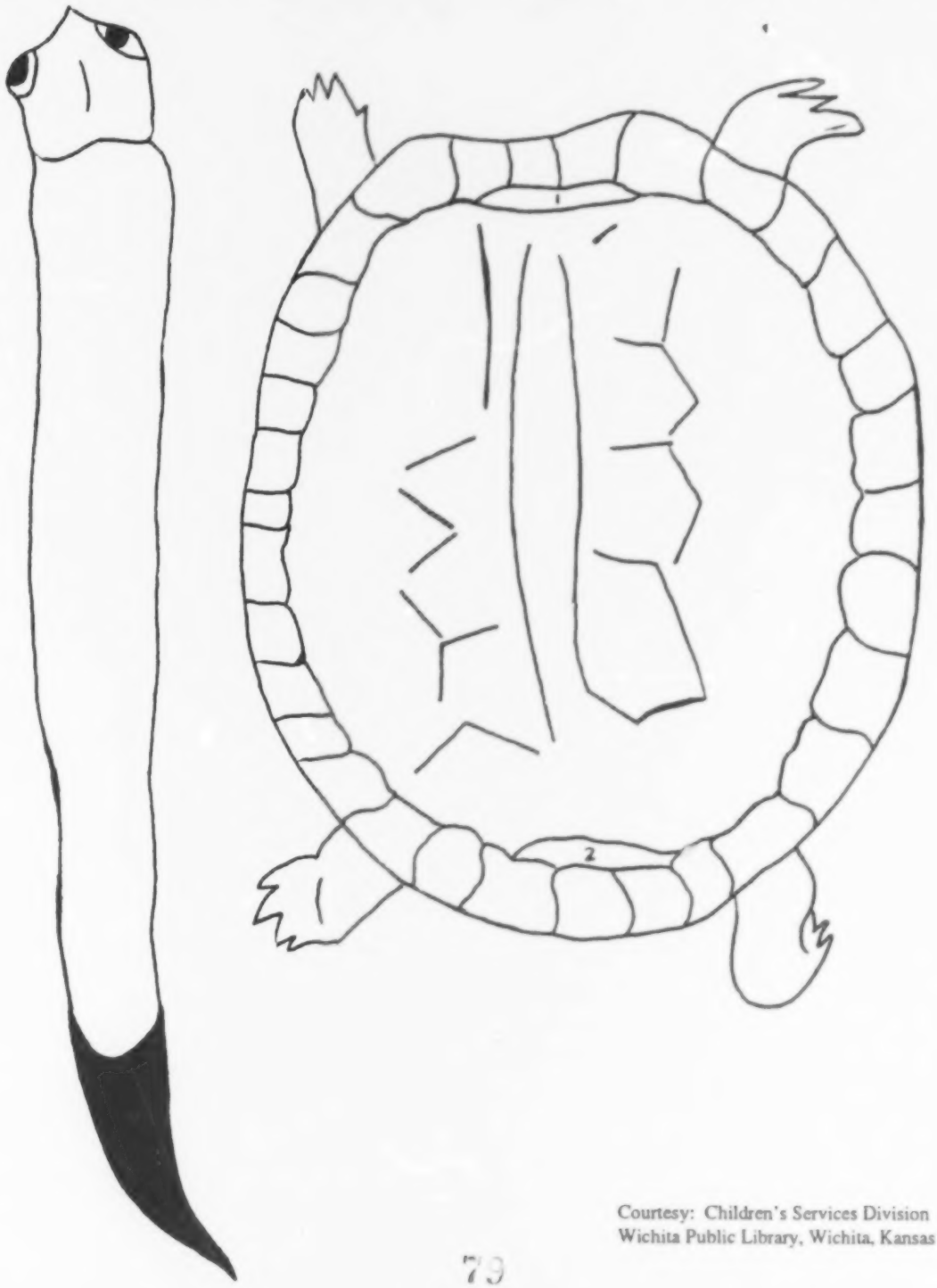
Alligator

Color alligator and cut out rectangle. Fold, accordion-style, along dotted lines. Open and close accordion-style to move alligator.



Turtle

Color turtle's shell. Cut out turtle and tail along black outlines.
Cut out at slots 1 and 2 and insert head/tail through. Gently push or pull tail to move turtle's head.



Courtesy: Children's Services Division
Wichita Public Library, Wichita, Kansas

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CAGED ANIMALS

Who's in the cage - the tiger or the monkey?

Glue the animal cage to lightweight cardboard and then cut it out and its rectangles marked 'cut'.

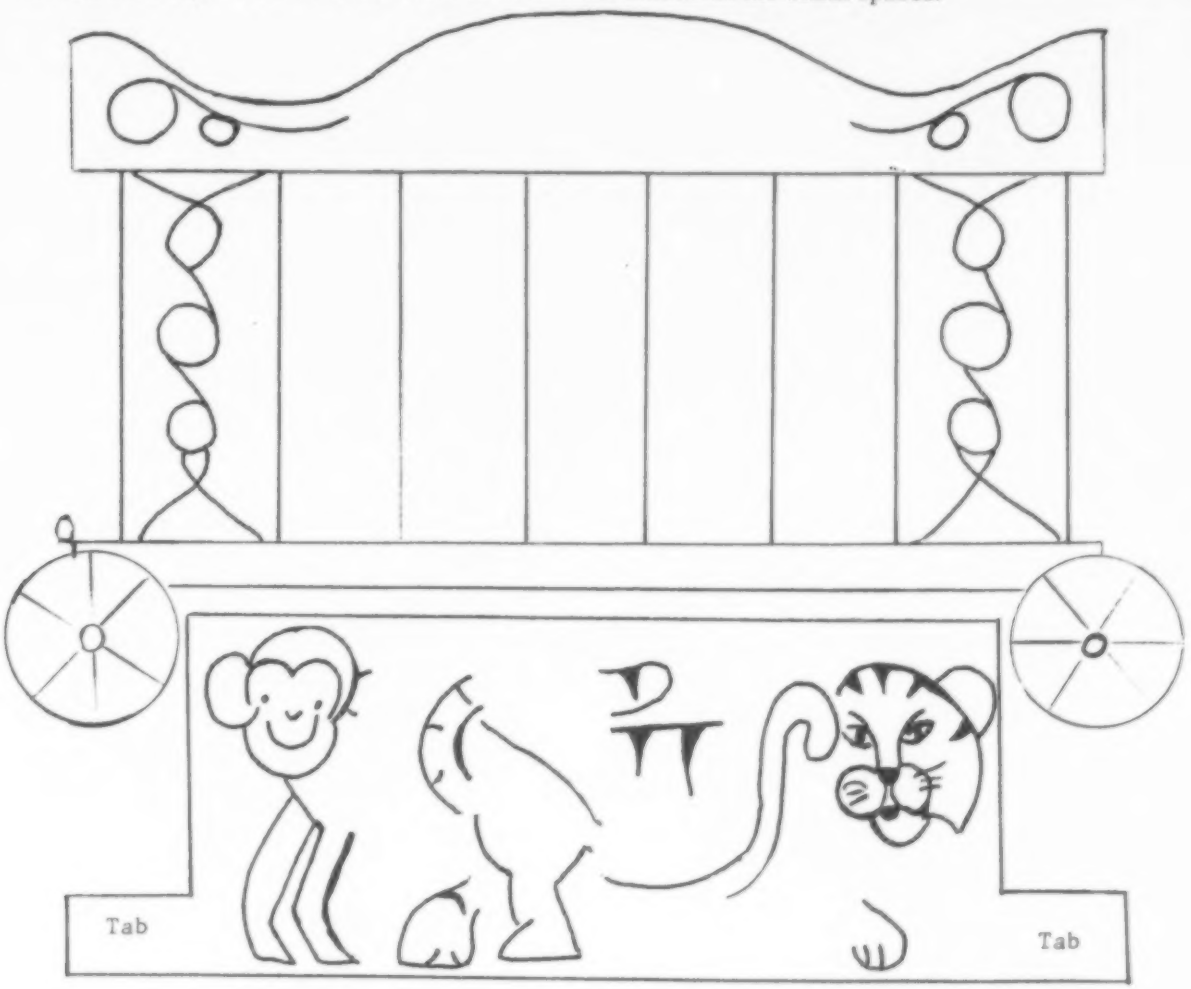
Color and cut out the animal block.

Place animal block behind the cage and use the tabs to pull the block to the right or left to change which is in the cage.

To capture other animals cut a piece of paper 2 1/2" high and 6 1/2" long.

Place it on a flat surface. Put the cage on top of the paper with the left edges even.

Draw a part of the body of an animal in each blank space. As you draw, hold or lightly tape the cage to the paper to keep it from moving. After you complete the first drawing, move the paper to the left until the figure disappears from view. Now draw another animal in the blank spaces.

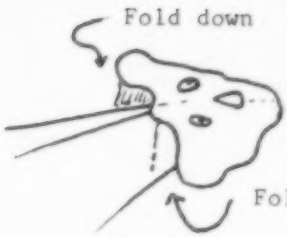


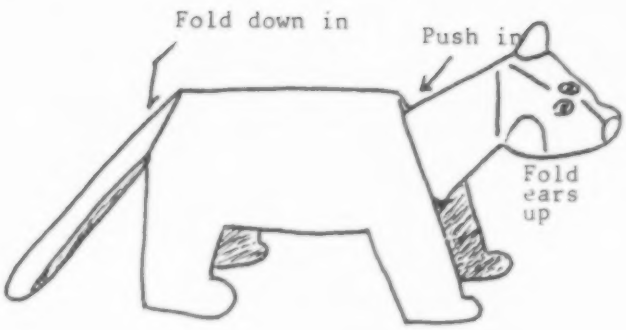
Courtesy: Sack and Act Players
Wichita Public Library, Wichita, Kansas

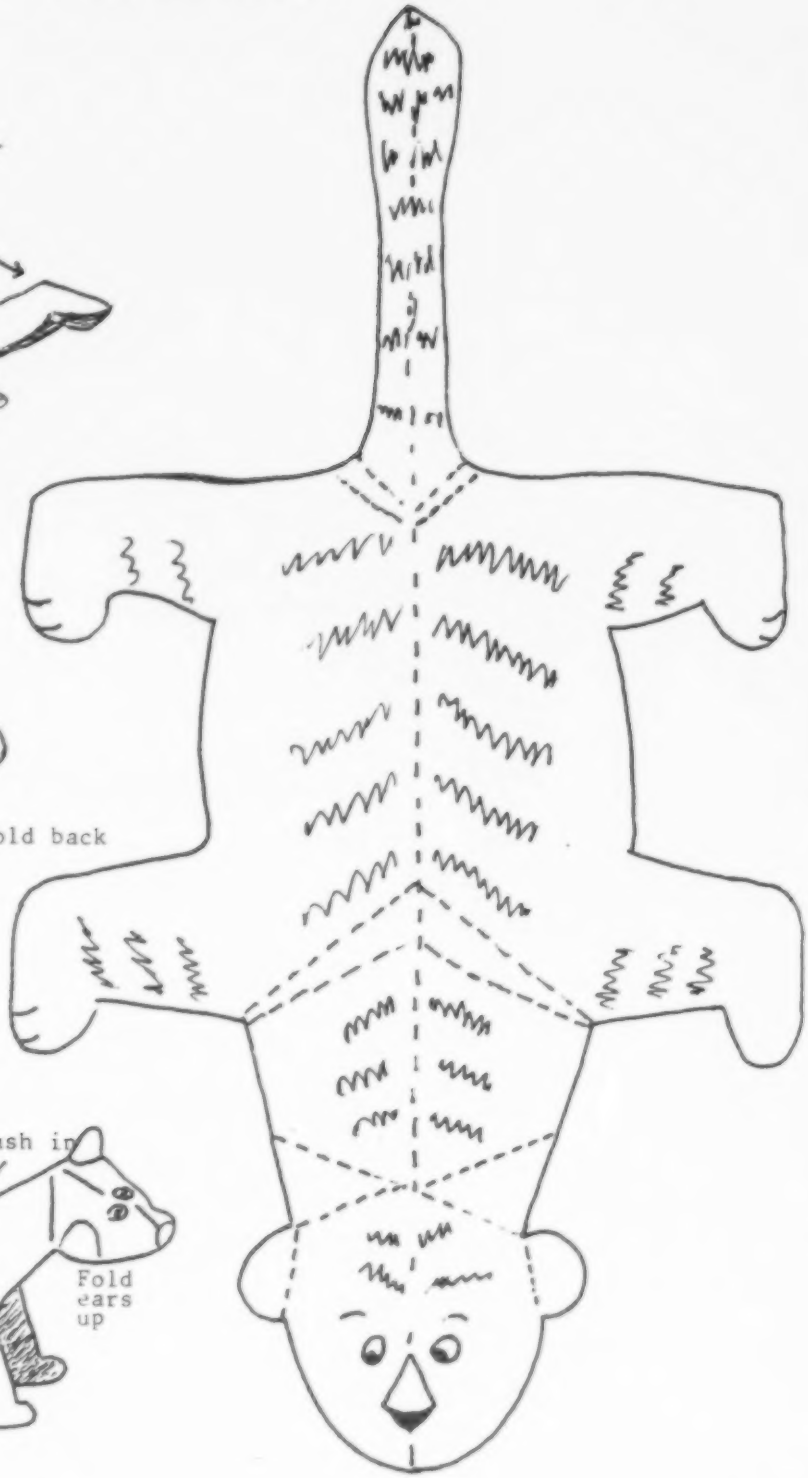
ORIGAMI TIGER

Color and cut out.

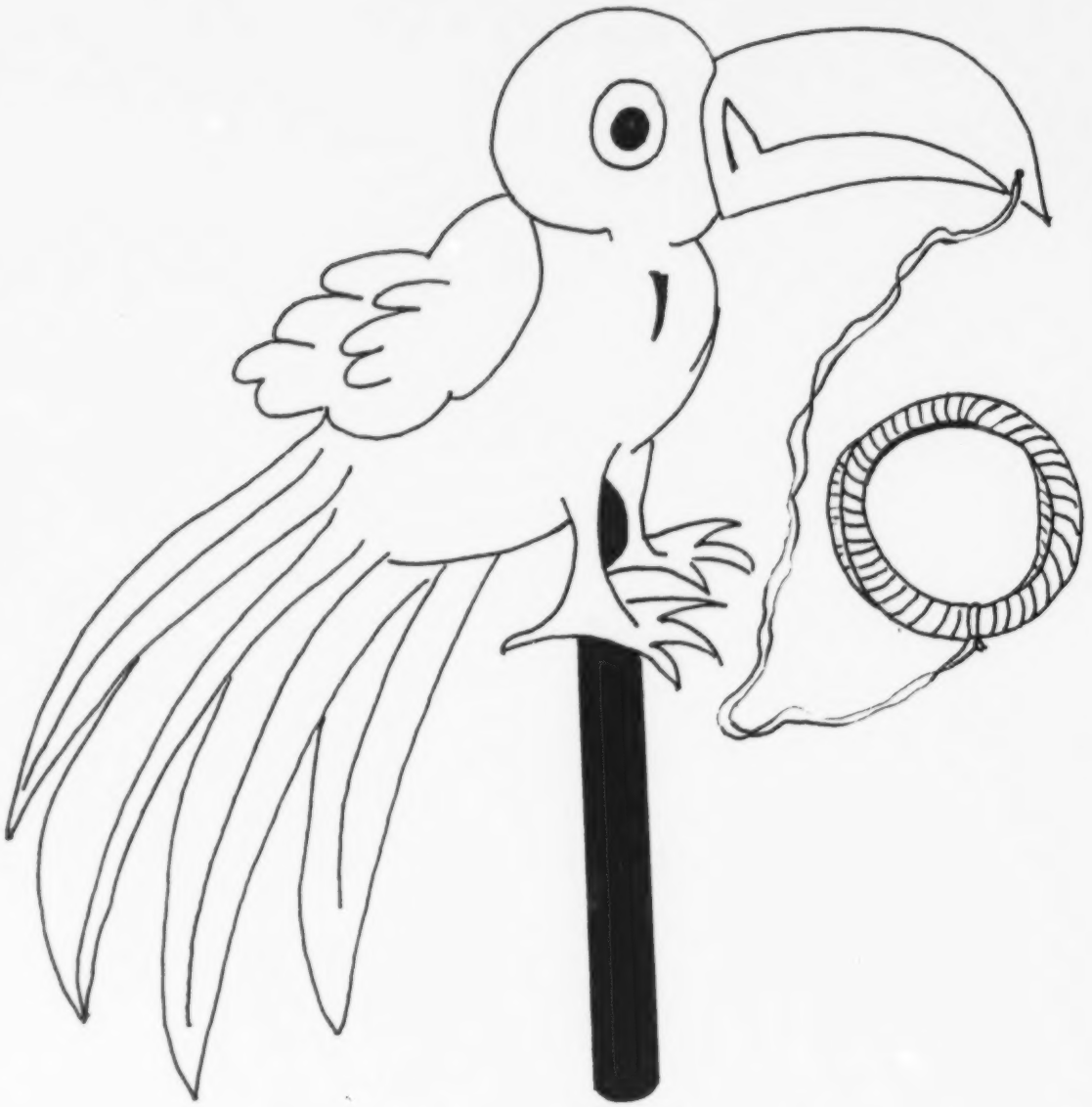
Fold in half, crease on dotted lines.
Open and refold.







TOUCAN TOSS



Use toucan as a pattern and cut out of heavy tagboard or posterboard.
Securely glue or tape pencil or popsicle stick to back near tail feathers to use as a handle.
Punch small hole in beak and attach a 10" - 12" piece of string.
Attach a rubber canning ring to the string. Swing the toucan and try to catch the ring on its beak.

Note: The lid of a plastic margarine, ice cream, or cottage cheese container with the middle cut out can be substituted for the canning ring.

DESIGN A BOOKMARK BRACELET

SUPPLIES

Construction paper or lightweight poster board
cut into 1 1/2" or 2" widths by 7" lengths

Markers or crayons

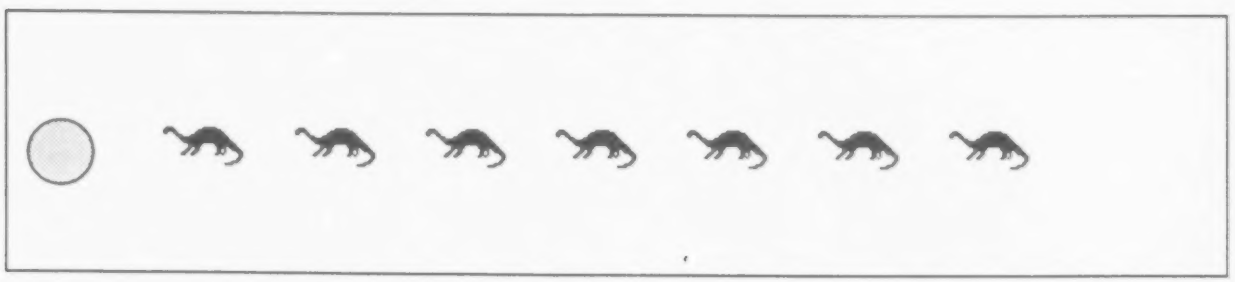
Velcro or hook and loop fastener dots or 1" pieces

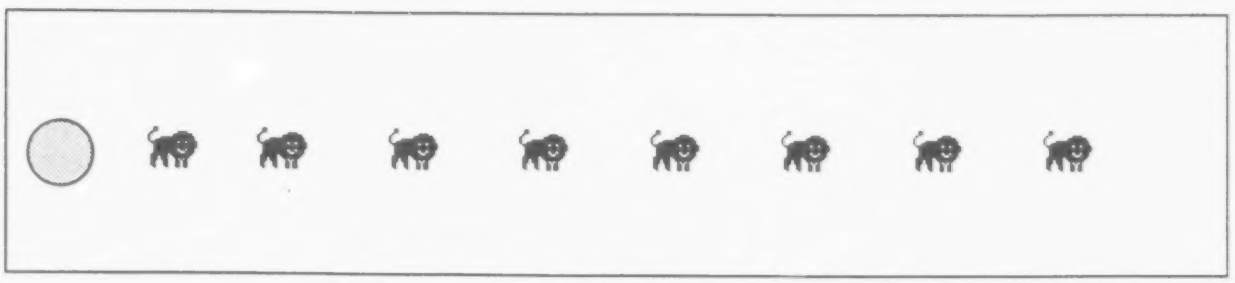
DIRECTIONS

Have participants create a design on the bookmark.

Glue one part of the fastener at the end of the bookmark on the top side.

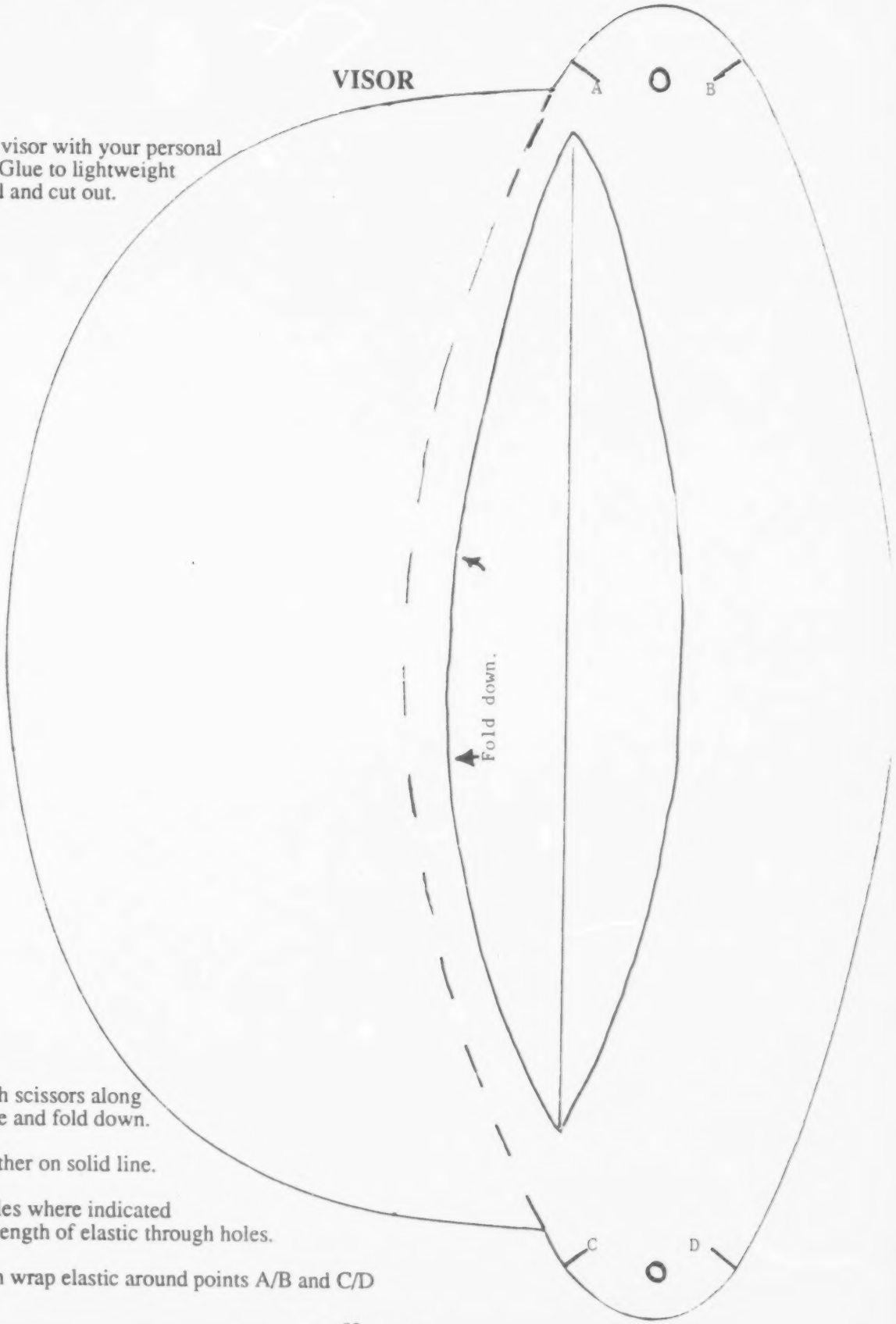
Attach the other part of the fastener at the other end of the bookmark on the underneath side.





VISOR

Decorate visor with your personal designs. Glue to lightweight cardboard and cut out.



Score with scissors along dotted line and fold down.

Fold together on solid line.

Punch holes where indicated and tie a length of elastic through holes.

To tighten wrap elastic around points A/B and C/D

PUZZLES

Cut greeting cards, postcards, book jackets,or small posters into simple puzzle pieces (squares, strips, triangles, rectangles). Place pieces of one or several puzzles into envelopes and distribute.

You may wish to laminate items before cutting, especially if the puzzles are to be used as a library game or activity.

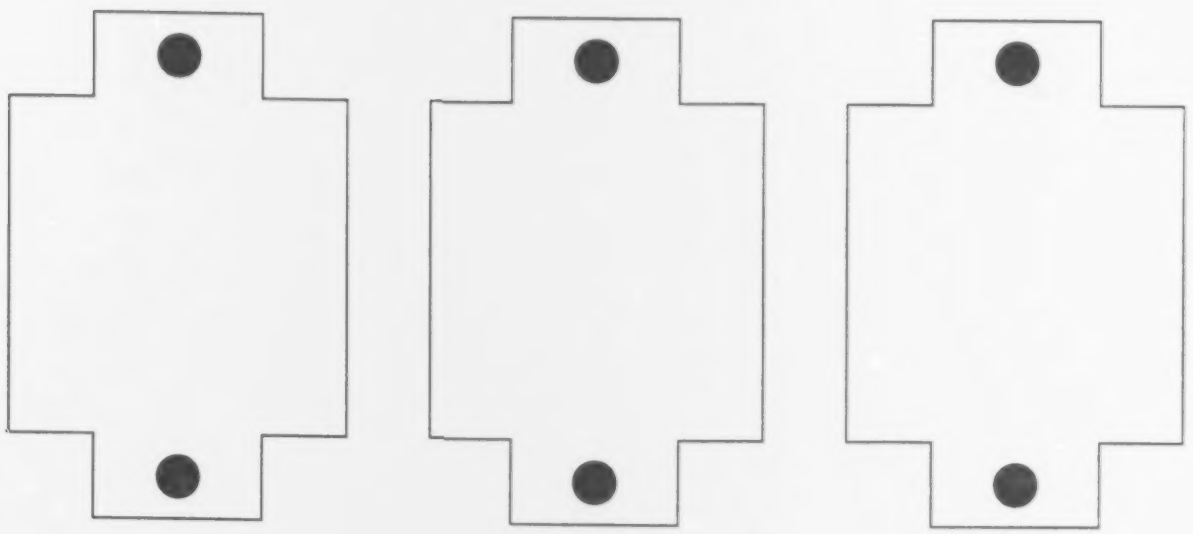
Enlist teen volunteers to create these simple puzzles.

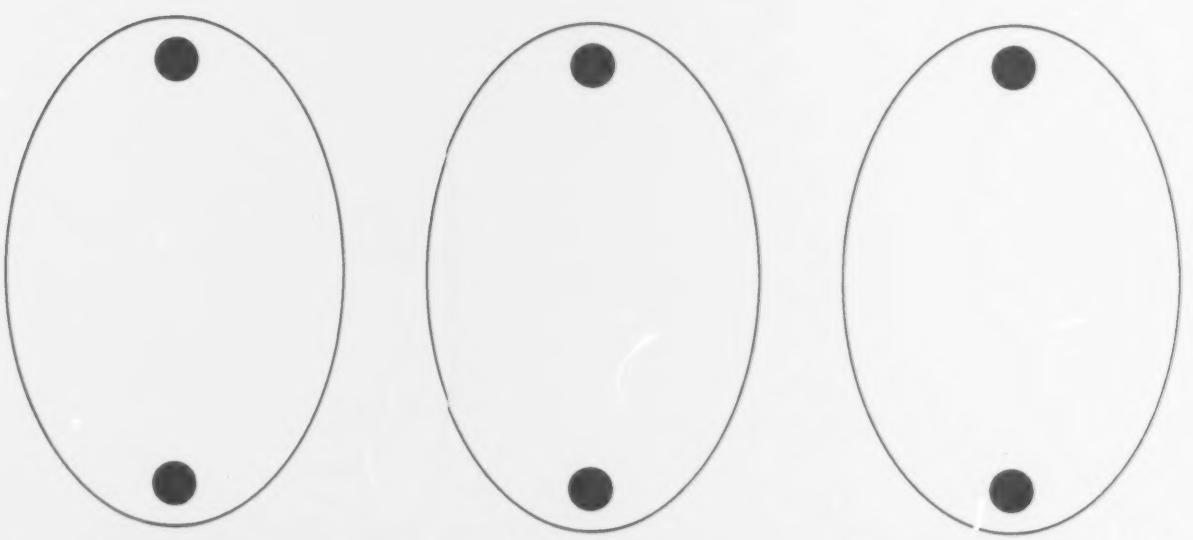
GAME

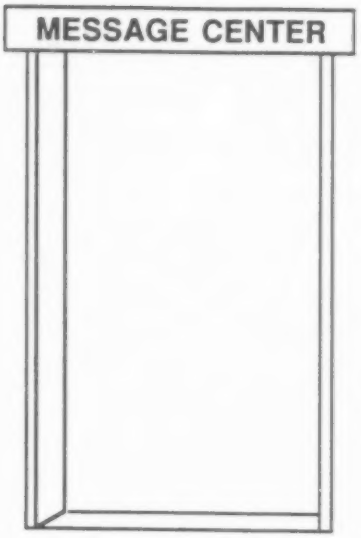
Mix pieces of several puzzles in an envelope. Distribute one envelope to each player. The first player to assemble his/her puzzles into their original designs is the winner. Return puzzle pieces to their envelopes and repeat as often as time permits.

PENCIL TOPPERS

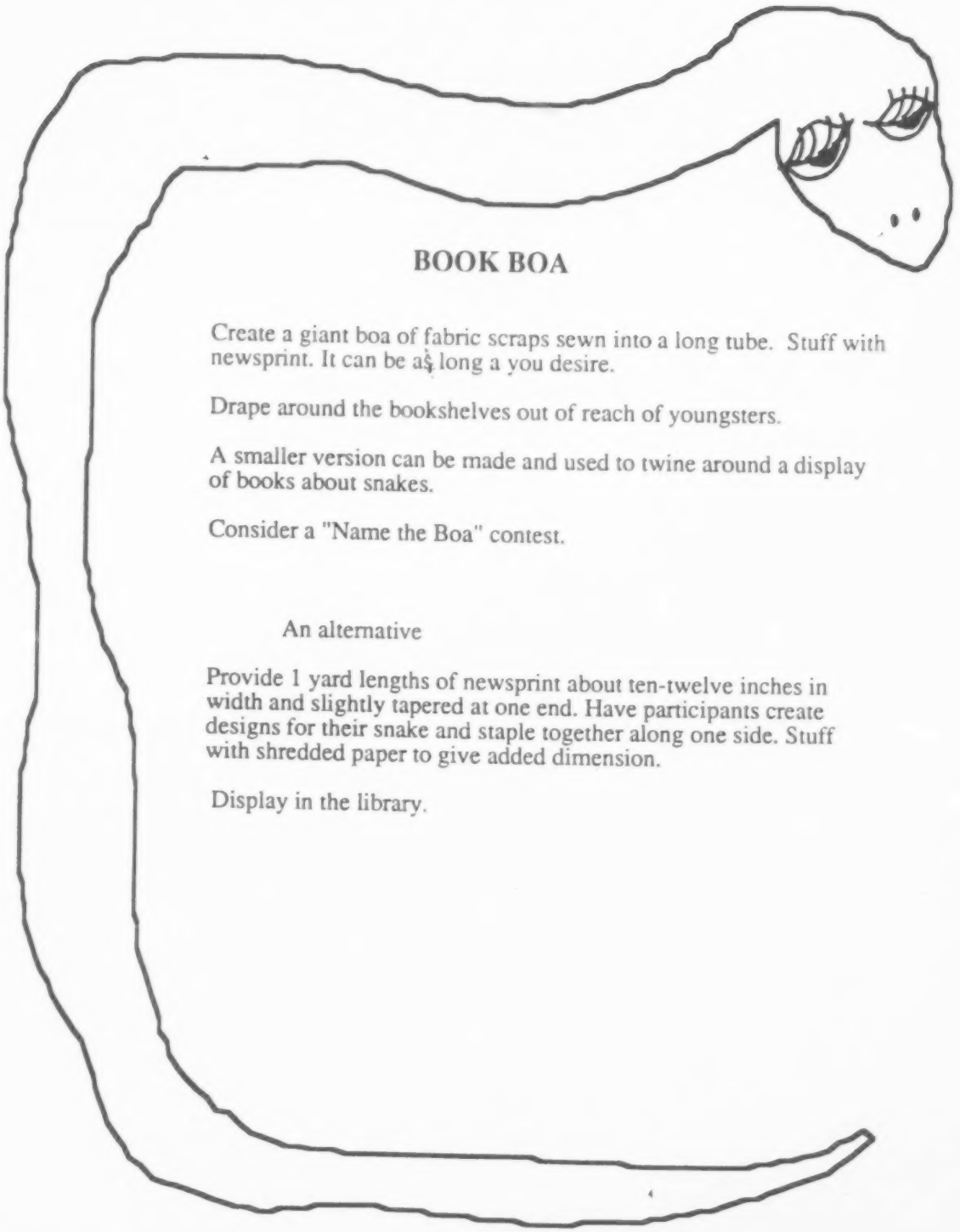
Duplicate patterns on lightweight posterboard. Cut out. Punch holes at small circles. Decorate with unique designs. Slide pencil through holes.







You are a famous inventor who has just created a new communication device. Draw a picture of it and write a brief description of how it works.



BOOK BOA

Create a giant boa of fabric scraps sewn into a long tube. Stuff with newsprint. It can be as long a you desire.

Drape around the bookshelves out of reach of youngsters.

A smaller version can be made and used to twine around a display of books about snakes.

Consider a "Name the Boa" contest.

An alternative

Provide 1 yard lengths of newsprint about ten-twelve inches in width and slightly tapered at one end. Have participants create designs for their snake and staple together along one side. Stuff with shredded paper to give added dimension.

Display in the library.

WEARNIMALS

Create profile outlines of animal heads and tails.

Color and cut out.

Cut construction paper into 9" x 18" pieces for waistband.

Staple head of animal between 2 pieces of construction paper.

Tape tail of animal to one portion of the waistband and staple together.

Slide animal over child's head.

Staple yarn suspenders onto waistband on either side if desired.

Variant:

Cut out top and bottom portions of a cardboard box. Tape or glue on animal head and tail. Tape yarn, ribbon, or fabric strips onto body of the animal as suspenders so child can wear animal.

WORD GAMES

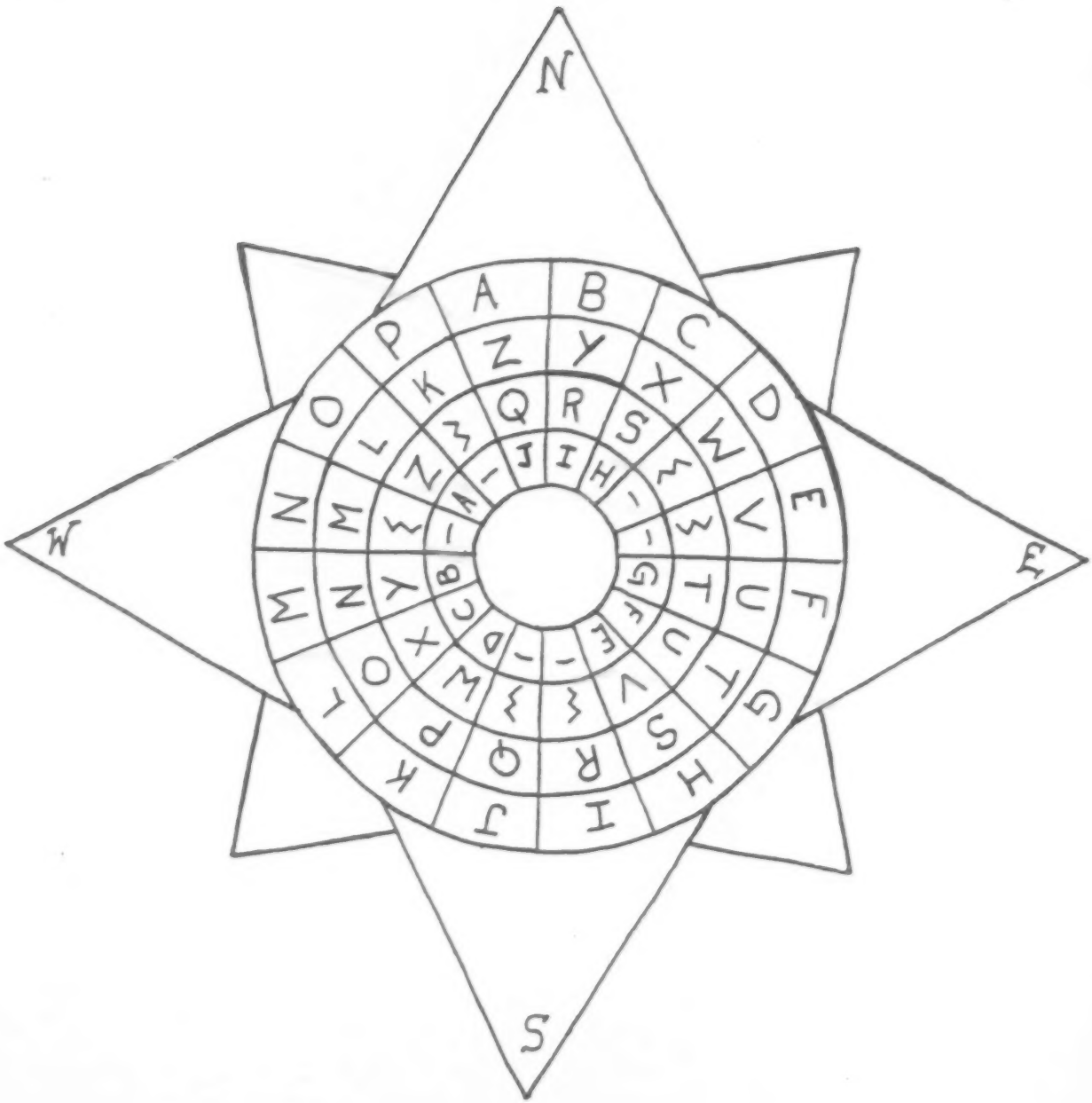
EXPLORER FAVORITES

Use the Decoder Compass to unlock the secret of summertime reading fun!

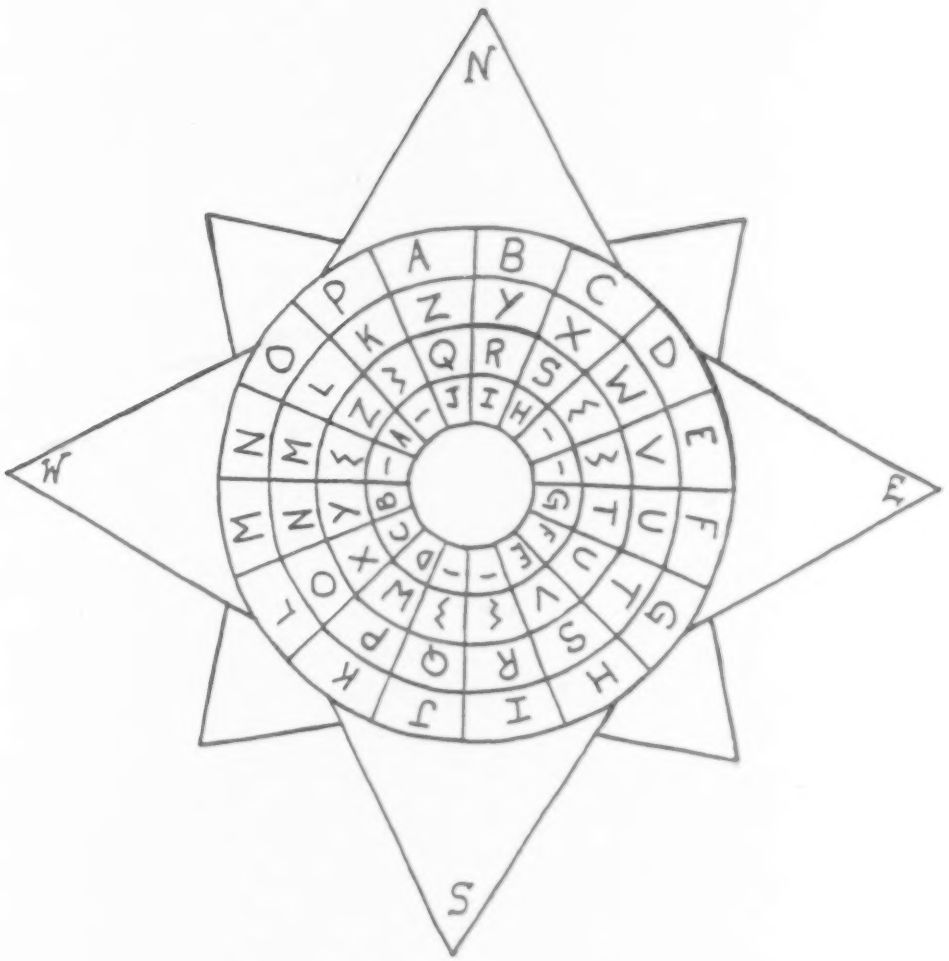
Aiken Joan.	**GSV DLOEVH LU DROOLFSYB XSZHV.**
Babbitt, Natalie.	**GFXP VEVIOZHGRMT.**
Butterworth, Oliver.	**GSV VMLINLFH VTT.**
Cameron, Ann.	**GSV HGLIRVH QFORZM GVOOH.**
Christopher, John.	**GSV DSRGV NLFMGZRMH.**
Fitzgerald, John D.	**GSV TIVZG YIZRM.**
Hamilton, Virginia.	**GSV SLFHV LU WRVH WIVZI.**
Konigsburg, E. L.	**ZYLFGGSV Y'MZR YZTVOH.**
MacLachlan, Patricia	**HZIZS, KOZRM ZMW GZOO.**
Magorian, Michelle.	**TLLW MRTSG, NI. GLN.**
McCloskey, Robert.	**SLNVI KIRXV.**
McKinley, Robin.	**YVZFGB: Z IVGVOORMT LU GSV HGLIB LU YVZFGB ZMW GSV YVZHG.**
Mowat, Farley.	**MVEI XIB DLOU.**
O'Brien, Robert C.	**NIH. UIRHYB ZMW GSV IZGH LU MRNS.**
Paterson, Katherine.	**GSV NZHGVI KFKKVGVVI.**
Rockwell, Thomas.	**SLD GL VZG UIRVW DLINH.**
Selden, George.	**XIRXPVG RM GRNVH HJFZIV.**
Singer, Isaac Bashevis.	**MZUGZOR GSV HGLIBGVOOVI ZMW SRH SLIHV HFH.**
Snyder, Zilpha Keatly.	**GSV VTBKG TZNV.**

Courtesy: Alice W. Campbell and Ann Chambers
Chesterfield County Libraries

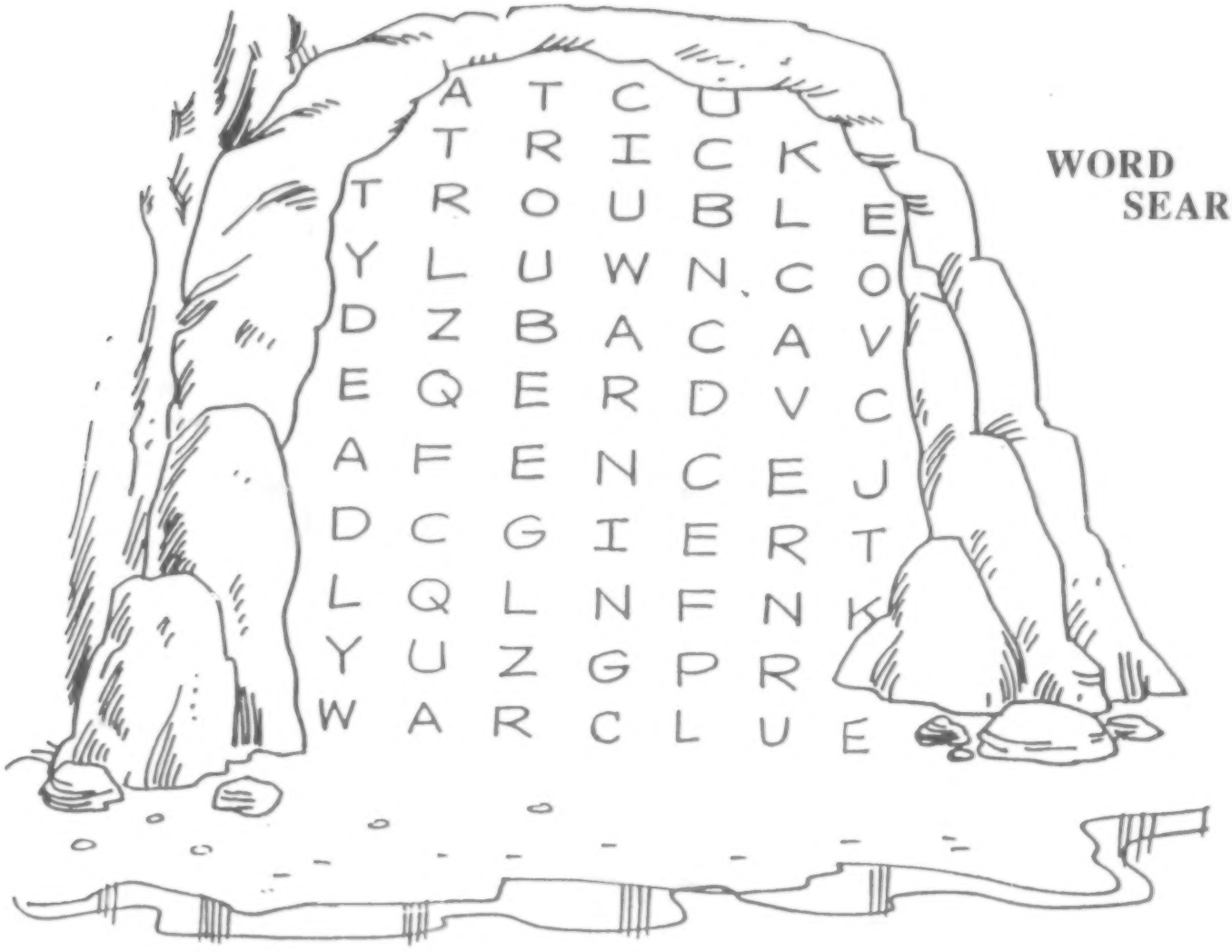
DECODER COMPASS



DECODER COMPASS



WORD SEARCH



Find these words hidden in the cave:
TROUBLE FENCE TRICK CLUE WARNING
CAVERN DEADLY

Courtesy: Penny Garris
Pamunkey Regional Library

HIDDEN TITLES

Find these book titles hidden in the puzzle:

AMANDA PIG
BLACK BEAUTY
CHARLIE BROWN
CINDERELLA
HELEN KELLER
HIAWATHA
MARY POPPINS
SNOW WHITE
WINNIE THE POOH

They may be forward, backward, horizontal, vertical, or diagonal.

HINT: Titles are written as one word.

G L S G I P A D N A M A J W Y B A
F P U Z F G E X F C N P E I F I D
F M T J C O Q O F H G L T N I Q J
A S E S C H J S T U T F O N N F C
I D O O T V E Y D L E O T I I N A
E B W C H E L E N K E L L E R Q P
V V L D H A S Z O X H A U T N F A
T F K A V A L N F O L A D H N O O
E G D G C I R H I L N T D E N U D
A T G S C K I L E P A T C P K V J
G I I J C A B R I L P X I O G A F
K L N H W W E E J E U O V O A U I
E G O A W D U S A B B C P H M W I
P M T O N W E K F U B R B Y Z Z P
D H T I A V O T K S T X O I R N Z
A I C L G C U N C F K Y H W L A A
V N J Q D N U C S Q Q Y Q G N L M

In cooperation with the Virginia State Library & Archives
Courtesy: Randy French, Library for the Blind and Physically Handicapped

THE LIBRARY
WHAT'S IN IT FOR YOU?

Find these words hidden in the puzzle.

FILMS	MAGAZINE	PAPERBACKBOOK
PROGRAMS	RECORDS	REFERENCEROOM
STORYTIME	SUMMERREADING	TAPES
VIDEO		

HINT: They may be forward, backward, horizontal, vertical, or diagonal.

K E O G L A F P Q B P G I G N N
Y S M K G W J Z E I L O D C Q L
A W U O G E L B N N I Q U O R J
Q G A M O E E R A L I C R B M P
V K P S M R Y M A R O Z C Y A E
O I T W D E E L I J Z T A P K U
A W D A X R R C F T J M E G H R
J E C E P M O R N G Y R Z T A S
S N T W O E I C E E B R X Y J M
S M H P O A S W E A R K O N E X
K R A S H I W S C R D E L T Q Y
G T D R A X M K N D T I F K S G
T R O I G L B B J U Q F N E X L
J M B G I O B Y G O B M F G R D
Z C O F O U R N M V W O P P G Q
Y C K K I P P P Y B V V Y K W P

In cooperation with the Virginia State Library & Archives
Courtesy: Randy French, Library for the Blind and Physically Handicapped

TITLES IN CODE - For younger children

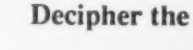
CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = , T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1. 

2.

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5.

6.

7.

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9.

10.

TITLES IN CODE - For intermediate children

CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1.

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2.   _____

3. _____

4.   _____

5. _____

6.

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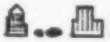
7. 

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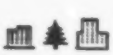
10.  _____

ENCODED TITLES - Young Adult

CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1. _____

2.

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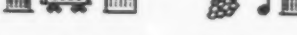
7.  _____

8.

_____

9.

_____

10. _____

SCRAMBLED CITIES

Unscramble the letters to reveal the names of some Virginia cities.

1. MNICDROH _____
2. XAAALRNEID _____
3. ULTECOGERS _____
4. TIXLEGNON _____
5. LLAGIIBWURMS _____
6. WNSE WRONTEP _____
7. AVINIGIR AHEBC _____
8. OWLEEPHL _____
9. SUREPEGTBR _____
10. NOPHAMT _____
11. EALLINVD _____
12. STIBROL _____
13. RENOOKA _____
14. NOTTUNAS _____
15. YRGUCHNBL _____
16. PASECHEEKA _____
17. VATORECHELILTLS _____
18. HITRESWNCE _____
19. GOVICONTN _____
20. AYWEBRNOOS _____
21. GUHIRRANORSB _____
22. KSUBERFRICERDRG _____
23. FUFOLKS _____
24. XIFARAF _____
25. SABBLRUCGK _____

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

HIDDEN ANIMALS

Find these animal names hidden in the puzzle:

TIGER	CAMEL	ALLIGATOR
LION	APE	ORANGUTAN
MONKEY	ZEBRA	ANTELOPE
GORILLA	STORK	RHINOCEROS
GAZELLE	HIPPO	OSTRICH
GIRAFFE	GNU	ELEPHANT
BABOON	EMU	LEOPARD

They may be horizontal or vertical.

H K T L M N L I O N P A B D M E
N Q I R S V G I R A F F E L O M
G K G O R I L L A B A B O O N U
A P E O K U E G N U V X G Z K E
L X R Y H Q O R G C H C A M E L
L Z G [illegible] I B P J U K R W Z A Y E
I E L E P H A N T L S T E N N P
G B Q U P R R S A N T E L O P E
A R B A O C D E N X O T L Z O P
T A A B T R K L G K R W E A X N
O P N O S T R I C H K M X C Y D
R H I N O C E R O S H I J B D E

In cooperation with the Virginia State Library & Archives
Courtesy: Judith Edgell, Tazewell County Library

SCRAMBLED MYSTERIES OF NATURE

Unscramble these words to reveal some mysteries of nature:

1. **MOABNAILEB NSWONMA** _____
   A hairy beast with a large apelike body and a face resembling a human being, said to live in the Himalaya Mountain range.

2. **OBOGITF** _____
   A humanlike hairy creature that leaves huge footprints, said to live in the Pacific Northwest.

3. **COLH SENS OTRMSNE** _____
   A 30 foot long animal with flippers two humps and a long neck, said to live in a lake in Scotland.

4. **NTSEOGEHEN** _____
   An ancient monument made of huge, rough-cut stones, located on Salisbury Plain in Wiltshire, England.

5. **DMEARUB RLETIGNA** _____
   Also called 'Devil's Triangle', many ships and planes have disappeared in this area off the southeastern coast of Florida.

6. **RYAM ESETELC** _____
   In 1872, this famous 'ghost ship' was found drifting with cargo and food supply intact, but no sign of the crew.

7. **LNAISTAT** _____
   A large, legendary island in the Atlantic Ocean, said to have sunk into the sea after earthquakes and flooding.

8. **LKABC ESHLO** _____
   Invisible objects that astronomers believe exist in space, with such a strong gravitational force that nothing, not even light, can escape from them.

9. **GYIFNL UARECS** _____
   A disc-shaped light or object that appears in the sky or near the ground and has no cause, also called a U. F. O.

10. **OVEWSELEWR** _____
    According to superstition, people who change into wolves.

11. **TILESROGPTE** _____
    A German word for 'noisy ghost', a frisky mischievous unseen spirit that specializes in knocking on walls and tossing dishes.

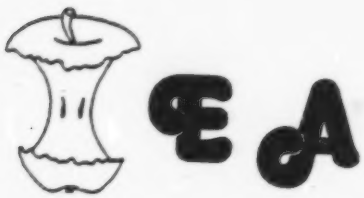
12. **TLSO YLOOCN** _____
    A settlement on Roanoke Island off North Carolina's shore where the colonists disappeared without a trace in 1590.

13. **SHCIYPCS** _____
    People believed to have a 6th sense, called E. S. P., which enables them to send and receive messages with their minds.

GEOGRAPHY REBUS PUZZLES

_____

_____



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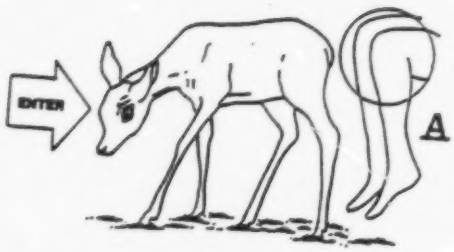

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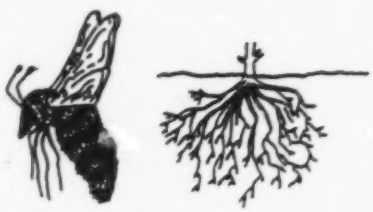

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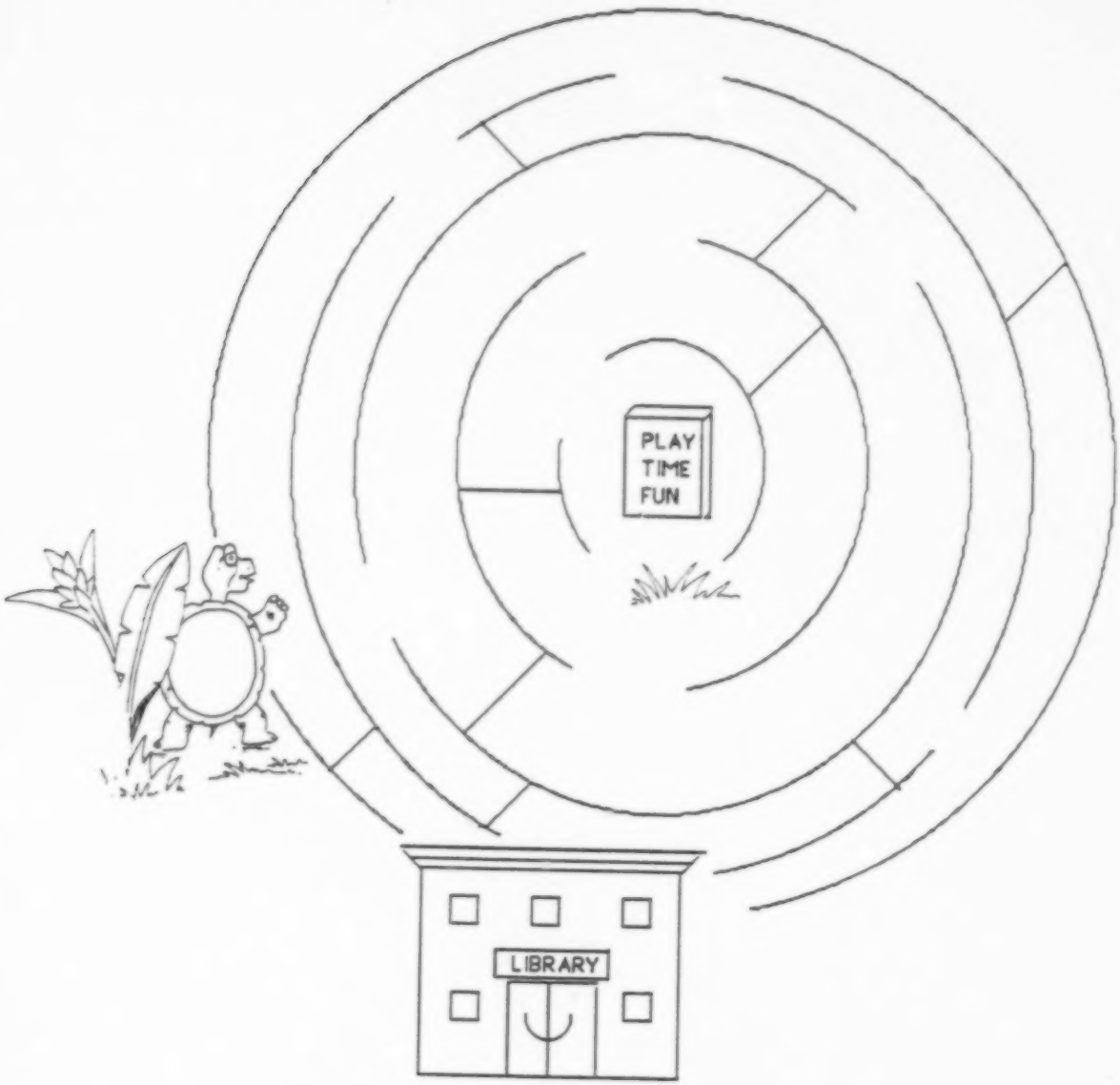
Courtesy of the author/illustrator, Peggy Adler Robohm, and is from GEOGRAPHY PUZZLES, copyright 1979 by Peggy Adler; published by Franklin Watts, 1979.

MAZES



Find the lost library book and return it to the library.

WHICH WAY TO TREASURE?

LION MAZE

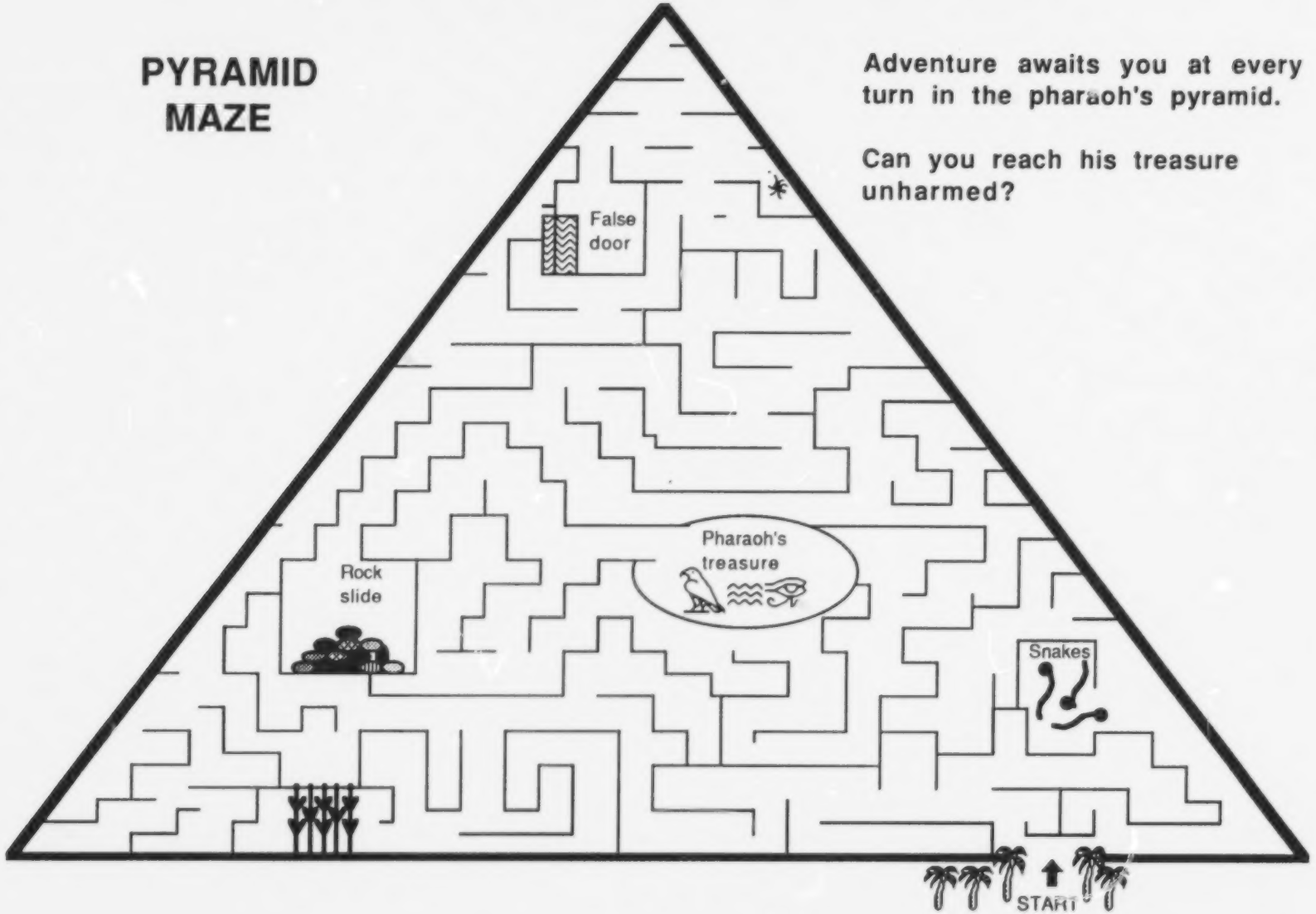
Can you show the lion the path that leads to his tail?

In cooperation with the Virginia State Library & Archives
Courtesy Judith Edgell, Tazewell County Public Library

PYRAMID MAZE

Adventure awaits you at every turn in the pharaoh's pyramid.

Can you reach his treasure unharmed?



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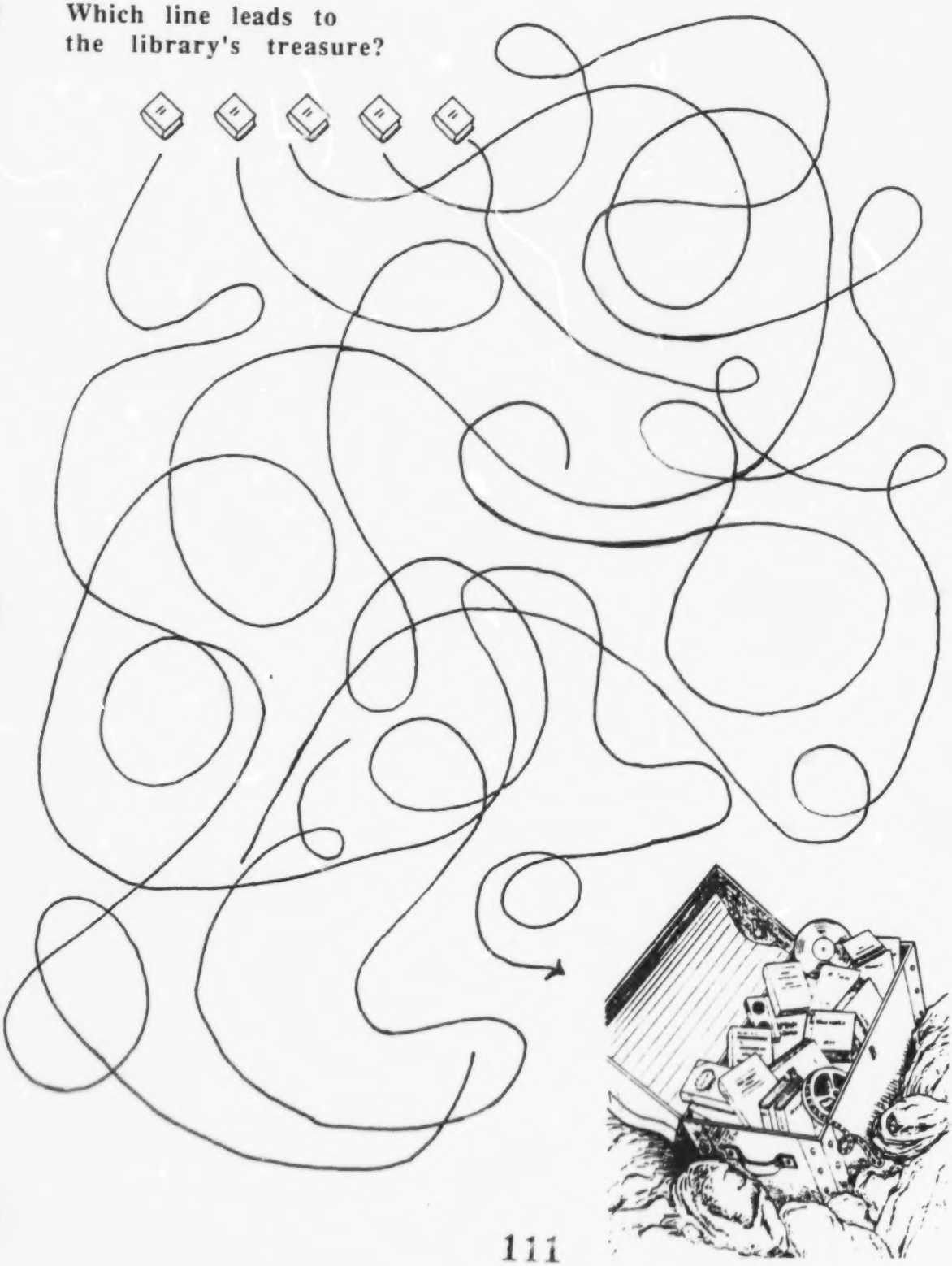
Which line leads to
the library's treasure?



111

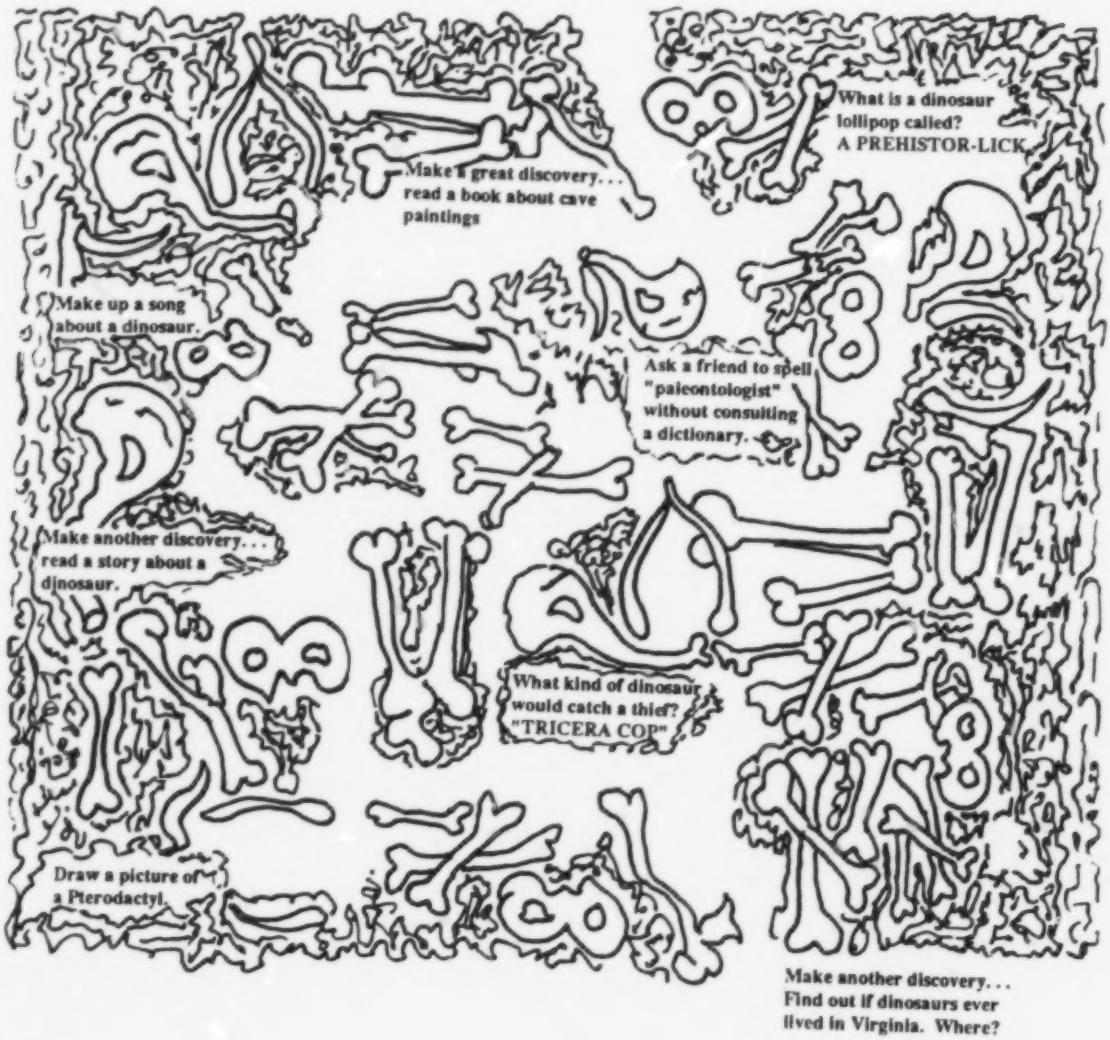
WHAT A DIFFERENCE READING MAKES!

Connect the dots to find out who cat is reading about.

In cooperation with the Virginia State Library & Archives
Courtesy Penny Garris, Pamunkey Regional Library

BE A PALEONTOLOGIST

Start digging here and unearth the treasures of the library.

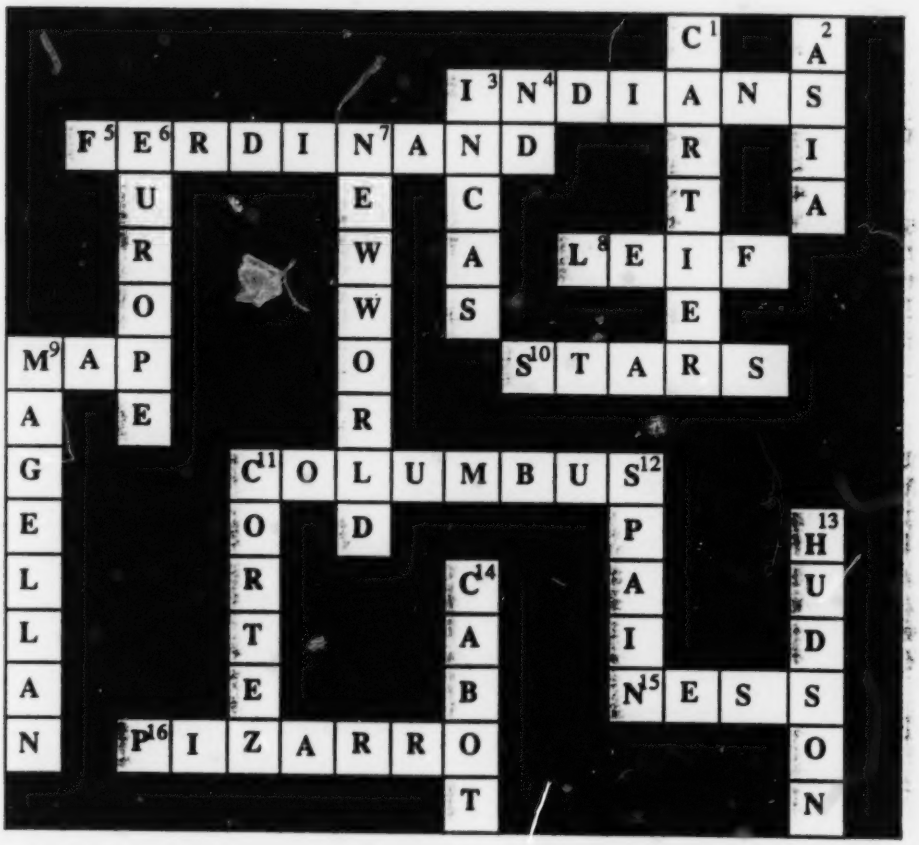

What is a dinosaur lollipop called? A PREHISTOR-LICK.
Make a great discovery... read a book about cave paintings
Make up a song about a dinosaur.
Ask a friend to spell "paleontologist" without consulting a dictionary.
Make another discovery... read a story about a dinosaur.
What kind of dinosaur would catch a thief? "TRICERA COP"
Draw a picture of a Pterodactyl.
Make another discovery... Find out if dinosaurs ever lived in Virginia. Where?

Congratulations!
You are a well read paleontologist.

Courtesy: Sack and Act Players
Wichita Public Library, Wichita, Kansas

SOLUTIONS

SOLUTION TO YA READING LOG CROSSWORD


C1 A2
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O W S E
M9 A P O S10 T A R S
A E R
G C11 O L U M B U S12
E O D P H13
L R C14 A U
L T A I D
A E B N15 E S S
N P16 I Z A R R O O
T N

ALVIN SCHWARTZ "TREASURE HUNT" (Solution)

"TALES OF TRICKERY" by Alvin Schwartz (Farrar, Straus and Giroux)

3. What is "all fool's day" in Mexico called?
   Los Santos inocentes. p. 75 "LUPALOOF"
5. A dahut's American cousin is a
   Snipe p. 37. "DAHUT"
8. What do you add to this famous soup after the blackstrap molasses?
   Vinegar p. 14 "Rattlesnake"
11. What is the last name of Sina's president?
   Prout p. 29 "A nude horse"
14. Another name for an otopteryx volitans is
   Earwing Snouter. p. 49 "Snouters"
16. William H. and his smart son share what surname?
   Oznots p. 68 "Who"

"FAT MAN IN A FUR COAT" by Alvin Schwartz (Farrar, Straus and Giroux)

2. Who is the furry fiend who has two toes missing from his left foot?
   Old Mose p. 57 "Old Mose"
9. Who is Sasha's trainer?
   Earl Hammond p. 151 "Sasha"
13. Who is Lady Washington's human?
   Grizzly Adams p. 75 "Grizzly Captures Lady W."
17. Who "rassled" a bear and won?
   Uncle Lemmie p. 19 "Uncle Lemmie Rassles a Stranger"

"GOLD AND SILVER' by Alvin Schwartz (Farrar, Straus and Giroux)

1. What did they call the lake Robert Stoddard found and lost?
   Gold Lake. p. 15 "Also in liner notes on dust jacket"
2. This ship came to the rescue of Thetis
   Lightening p. 78 "Captain Dickinson"
10. The Edward who found the treasure on Strong Island is
   Rowe Snow p. 45 "Pin Holer"
12. The ship that went down with the Santa Margarita is the
   Atocha p. 30 "Pirate Ships"

"THE CAT'S ELBOW" by Alvin Schwartz (Farrar, Straus and Giroux)

4. Another name for Tutney is
   Double Dutch p 45 "King Tut" chapter
6. What's the secret language used in Albany, NY?
   Iggity p. 9 "Iggity"
15. When Boontlings fight they have a
   Fister p. 59 "Boontling"
18. In what country did Ku originate?
   Russia p. 13 "KU"

Courtesy: Ann Chambers - Chesterfield County Libraries

ADVENTUROUS EXPLORERS (Solution)

1. Name the noted dinosaur hunter many claim to have been the real life counterpart of "Indiana Jones." **Roy Chapman Andrews**

2. This 18th century Frenchman became the first man to fly. **Pilatre De Rozier**

3. Who was the Egyptologist that saw 'wonderful things" when he first opened King Tut's tomb? **Howard Carter**

4. This explorer originally planned to become a country parson, but discovered a different career as the H. M. S. Beagle's seasick naturalist. **Charles Darwin**

5. Name the 19th century explorer that referred to herself as "the voyager". After accidentally falling into an extremely deep game pit (complete with sharpened stakes) she merely remarked, "It is at these times you realize the blessings of a good thick skirt," and continued on her African journey. **Mary Kingsley**

6. The inventor of the aqualung, this Frenchman has been exploring, experimenting, and filming in the undersea world for over forty years. **Jacques Cousteau**

7. This swashbuckling Englishman became better known as a sea captain, colonist, and as the popularizer of tobacco; but his dangerous journey up the Orinoco River was equally notable. **Sir Walter Raleigh**

8. Not to be confused with the 20th century actor who married Elizabeth Taylor, this explorer also translated a version of the"Arabian Nights" that scandalized his Victorian peers. His partnership and rivalry with John H. Speke has inspired a book and movie due out in 1990. **Richard Burton**

9. This Norwegian lid the Kon-Tiki and the Ra expeditions. **Thor Heyerdahl**

10. This Baltimore debutante became an American spy and was the first woman to be arrested by the Soviets and imprisoned in the notorious Lubinaka Prison. In later life she pursued a career as a film maker and produced the second documentary film ever made which followed a nomadic Per sian tribe on their annual migration. **Marguerite Harrison**

11. In the 14th century this Arab explorer endured shipwrecks, pirate attacks, crazed despots, and more as his journeys took him through Africa, the Far East, Asia, Europe, and the Middle East. Over a twenty year period he traveled more than 75,000 miles and set a record for land travel that remained unbroken for centuries. **Ibn Battuta**

12. This Antarctic explorer outlasted two other companions during a harrowing journey that included several "special disappointments" (his term for unpleasant events like freezing, being poisoned by dog livers consumed to prevent starvation, dangling over great chasms, and having the soles of his feet completely fall off). **Sir Douglas Mawson**

13. In the 1970's this young woman made tracks across the vast Australian desert along with four camels. **Robyn Davidson**

14. This mythological Greek explorer took the long way home. As related by Homer, his odyssey included encounters with the Sirens and Cyclops. **Odysseus**

15. Name the African-American that was such a vital part of Peary's expedition to the North Pole. **Matthew Henson**

Courtesy: Ann Chambers and Alice W. Campbell
Chesterfield County Libraries

HIDDEN TITLES (SOLUTION)

Find these book titles hidden in the puzzle:

AMANDA PIG
CHARLIE BROWN
HELEN KELLER
MARY POPPINS
WINNIE THE POOH
BLACK BEAUTY
CINDERELLA
HIAWATHA
SNOW WHITE

They may be forward, backward, horizontal, vertical, or diagonal.

HINT: Titles are written as one word.

In cooperation with the Virginia State Library & Archives
Courtesy: Randy French, Library for the Blind and Physically Handicapped

THE LIBRARY
WHAT'S IN IT FOR YOU? (SOLUTION)

Find these words hidden in the puzzle.

FILMS	MAGAZINE	PAPERBACKBOOK
PROGRAMS	RECORDS	REFERENCEROOM
STORYTIME	SUMMERREADING	TAPES
VIDEO		

HINT: They may be forward, backward, horizontal, vertical, or diagonal.

In cooperation with the Virginia State Library & Archives
Courtesy: Randy French, Library for the Blind and Physically Handicapped

TITLES IN CODE - Solution for younger

CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = , T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1. THE CAT IN THE HAT
2. WINNIE THE POOH
3. BABAR THE KING
4. MISS NELSON IS MISSING
5. THE LITTLE HOUSE
6. GOODNIGHT MOON
7. STREGA NONA
8. AMELIA BEDELIA
9. THE GINGERBREAD BOY
10. PETUNIA

TITLES IN CODE - INTERMEDIATE (SOLUTION)

CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1. RAMONA THE BRAVE
2. PETER PAN
3. FARMER BOY
4. HOMER PRICE
5. LITTLE RASCAL
6. CHOCOLATE FEVER
7. THE SECRET GARDEN
8. THE WIZARD OF OZ
9. A WRINKLE IN TIME
10. GENTLE BEN

122

ENCODED TITLES - Young Adult (Solution)

CODE

A = , B = , C = , D = , E = , F = , G = , H = , I = , J = ,

K = K, L = , M = , N = , O = , P = , Q = , R = , S = , T = , U = ,

V = , W = , X = , Y = , Z =

Decipher the code to reveal the titles.

1. TIGER EYES
2. INTERSTELLAR PIG
3. WHERE THE LILLIES BLOOM
4. THE HOBBIT
5. TEX
6. THE CAT ATE MY GYMSUIT
7. TREASURE ISLAND
8. AFTER THE RAIN
9. THE CHOCOLATE WAR
10. SIXTEEN

SCRAMBLED CITIES (Solution)

1. RICHMOND
2. ALEXANDRIA
3. GLOUCESTER
4. LEXINGTON
5. WILLIAMSBURG
6. NEWPORT NEWS
7. VIRGINIA BEACH
8. HOPEWELL
9. PETERSBURG
10. HAMPTON
11. DANVILLE
12. BRISTOL
13. ROANOKE
14. STAUNTON
15. LYNCHBURG
16. CHESAPEAKE
17. CHARLOTTESVILLE
18. WINCHESTER
19. COVINGTON
20. WAYNESBORO
21. HARRISONBURG
22. FREDERICKSBURG
23. SUFFOLK
24. FAIRFAX
25. BLACKSBURG

124

Courtesy: Ann Chambers and Alice Campbell
Chesterfield County Library

HIDDEN ANIMALS (SOLUTION)

Find these animal names hidden in the puzzle:

TIGER	CAMEL	ALLIGATOR
LION	APE	ORANGUTAN
MONKEY	ZEBRA	ANTELOPE
GORILLA	STORK	RHINOCEROS
GAZELLE	HIPPO	OSTRICH
GIRAFFE	GNU	ELEPHANT
BABOON	EMU	LEOPARD

They may be horizontal or vertical.

```
      T           L I O N           M E
      I           G I R A F F E     O M
    G O R I L L A B A B O O N     N U
A P E           E G N U       G     K
L     R   H     O   G       C A M E L
L Z       I     P   U         Z     Y
I E L E P H A N T   S       E
G B       P     R   A N T E L O P E
A R       O     D   N   O   L
T A             G   R   E
O     O S T R I C H K
R H I N O C E R O S
```

In cooperation with the Virginia State Library & Archives
Courtesy: Judith Edgell, Tazewell County Library

SCRAMBLED MYSTERIES OF NATURE (Solution)

Unscramble these words to reveal some mysteries of nature:

1. **MOABNAILEB NSWONMA**
   Abominable Snowman
   A hairy beast with a large apelike body and a face resembling a human being, said to live in the Himalaya Mountain range.

2. **OBOGITF**
   Bigfoot
   A humanlike hairy creature that leaves huge footprints, said to live in the Pacific Northwest.

3. **COLH SENS OTRMSNE**
   Loch Ness Monster
   A 30 foot long animal with flippers two humps and a long neck, said to live in a lake in Scotland.

4. **NTSEOGEHEN**
   Stonehenge
   An ancient monument made of huge, rough-cut stones, located on Salisbury Plain in Wiltshire, England.

5. **DMEARUB RLETIGNA**
   Bermuda Triangle
   Also called 'Devil's Triangle', many ships and planes have disappeared in this area off the south-eastern coast of Florida.

6. **RYAM ESETELC**
   Mary Celeste
   In 1872, this famous 'ghost ship' was found drifting with cargo and food supply intact, but no sign of the crew.

7. **LNAISTAT**
   Atlantis
   A large, legendary island in the Atlantic Ocean, said to have sunk into the sea after earthquakes and flooding.

8. **LKABC ESHLO**
   Black Holes
   Invisible objects that astronomers believe exist in space, with such a strong gravitational force that nothing, not even light, can escape from them.

9. **GYIFNL UARECS**
   Flying Saucer
   A disc-shaped light or object that appears in the sky or near the ground and has no cause, also called a U. F. O.

10. **OVEWSELEWR**
    Werewolves
    According to superstition, people who change into wolves.

11. **TILESROGPTE**
    Poltergeist
    A German word for 'noisy ghost', a frisky mischievous unseen spirit that specializes in knocking on walls and tossing dishes.

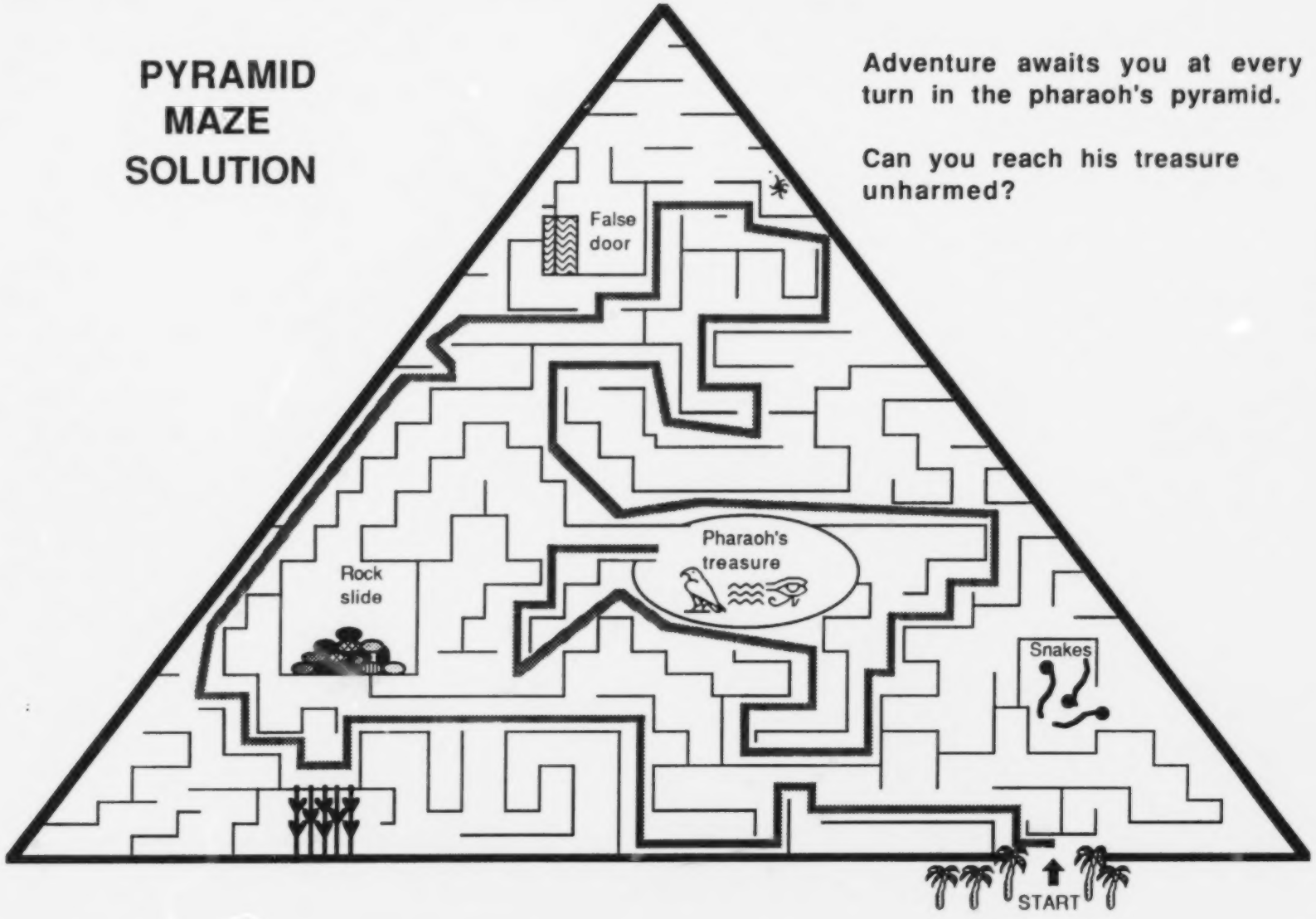
12. **TLSO YLOOCN**
    Lost Colony
    A settlement on Roanoke Island off North Carolina's shore where the colonists disappeared without a trace in 1590.

13. **SHCIYPCS**
    Psychics
    People believed to have a 6th. sense, called E. S. P., which enables them to send and receive messages with their minds.

PYRAMID MAZE SOLUTION

Adventure awaits you at every turn in the pharaoh's pyramid.

Can you reach his treasure unharmed?

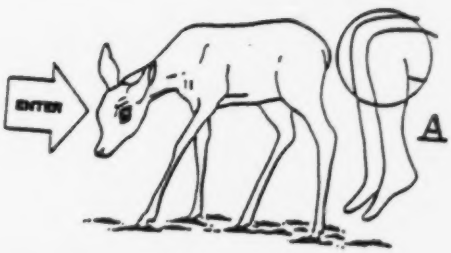


GEOGRAPHY REBUS PUZZLES (SOLUTION)

SEOUL

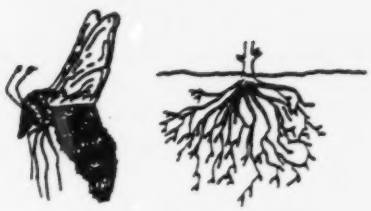
TOKYO

KOREA



INDONESIA

IRAN



BEIRUT

Courtesy of the author/illustrator, Peggy Adler Robohm, and is from GEOGRAPHY PUZZLES, copyright 1979 by Peggy Adler; published by Franklin Watts, 1979.

RESOURCES

RESOURCES

BEST FOODS
CPC International Inc.
General Offices: Englewood Cliffs, NJ 07632

Distributors of "Mueller's Super Shapes" - pastas in a variety of shapes: animals, space/astronauts, bears, monsters, and dinosaurs.

DEMCO
Box 7488
Madison, WI

1-800/356-1200

Bookmarks, stickers, posters, etc. to augment this year's summer reading program theme.
A wide variety of materials to promote library activities.

Catalog available.

DISCOVERY TOYS, INC.
Martinex, CA 94553

A set of "LOOK OF THE WILD" 12 realistic animal masks is available for $10.98.

Hallmark Cards, Inc.

Inexpensive plastic pith helmets and other items to use as incentives and prizes are available at most Hallmark retail stores. Inquire about library discount at local stores.

JUDY'S JUNGLE FRIENDS
Box 398A
Route 6
Lewisburg, TN 37091

1-615/359-7577

Inexpensive hand puppets, mouth puppets, stick and finger puppets. Prices range from $8.50 to $14.50

KIDSTAMPS
P. O. Box 18699
Cleveland Heights, OH 44118
1-800/727-5437

A vide variety of rubber stamps for kids of all ages. Prices range from $4.25 - $6.50. Catalog available.

SUNKIST "FUN FRUITS ANIMALS"
Sunkist Growers, Inc.
Sherman Oaks, CA 91423

Fruit snacks in animal shapes.

UPSTART
Box 889
Hagerstown, MD 21741
1-800/448-488

Bookmarks, stickers, posters, etc. to promote library activities. Catalog available.

U. S. DEPARTMENT OF EDUCATION

Booklet "Helping Your Child Learn Geography"

Send name, address, and 50 cents to:

Geography
Consumer Information Center
Pueblo, Colorado 81009.

VIRGINIA DEPARTMENT OF GAME AND INLAND FISHERIES
9th Street Office Bldg.
202 North Ninth Street
Richmond, VA 23219

1-804/786-0044

A variety of materials which could be related to the summer theme.

WENDY'S BOOKWORKS
P. O. Box 28509
Santa Anna, CA 92799

1-800/541-1098.

Add heads and tails to a paper waistband for creative play and story participation. "WEAR AND PLAY ANIMAL KINGDOM" characters for ages 3 - 7. $9.95.

WORLD WILDLIFE FUND
Department A
1250 24th. St. NW
Washington, DC 20037

A variety of materials which could be related to the summer theme.

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EVALUATION

1990 SUMMER READING PROGRAM EVALUATION FORM

This information will be used to evaluate and improve future Virginia Summer Reading Programs. Your assistance is greatly appreciated.

Please return the evaluation form by September 7, 1990 to Barbara H. Fischer, Children's/Youth Services Consultant, Virginia State Library & Archives, 11th St. at Capitol Square, Richmond, VA 23219-3491 or FAX 804/225-4608.

LIBRARY NAME: _____

PROGRAM ADMINISTRATOR: _____

This library used Children's _____ YA _____ Another _____
(title)

STATISTICS

Dates of program: Began _____ Ended _____ # Weeks _____

Number of children enrolled in children's _____ Number completing _____

Number enrolled in YA _____ Number completing _____

Number enrolled in another program _____ Number completing _____

Were pre-readers included? _____ yes _____ no Ages _____

Were young adults included? _____ yes _____ no Ages _____

Estimated number of children in your service area _____

Program budget $ _____ Sources _____

Did you use incentives? _____ yes _____ no If yes, please describe. _____

_____

Number of teen volunteers _____ Number of adult volunteers _____

Volunteer duties/responsibilities _____

ACTIVITIES

Please check the types of activities conducted during the summer:

_____ Arts & Crafts _____ Booktalks _____ Drama

_____ Films/ videos _____ Games _____ Music

_____ Programs with speakers _____ Puppet shows

_____ Special finale program _____ Storyhours

_____ Other (Please describe) _____

_____

Library _____

PUBLICITY

Please indicate the types of publicity used to promote your program.

_____ Cable TV

_____ Club visits

_____ Displays

_____ in library

_____ outside of library

_____ Electronic bulletin boards

_____ Flyers/ brochures

_____ Press release

_____ Paper

_____ Radio

_____ TV

_____ Photo/ slide show

_____ School visits

_____ Other (Please describe) _____

MATERIALS

Please indicate which materials you received from the Virginia State Library & Archives and rate the usefulness of each by circling the appropriate number on the scale.
(1 = Not useful; 2 = Somewhat useful; 3 = Useful; 4 = Very Useful)

_____ VSLA Manual	1	2	3	4
_____ EXPLORE Poster (Demco)	1	2	3	4
_____ YA EXPLORE Poster (VSL&A)	1	2	3	4
_____ Children's EXPLORE Poster (VSL&A)	1	2	3	4
_____ Explore Bookmarks (Demco)	1	2	3	4
_____ Explore Stickers (Demco)	1	2	3	4
_____ Children's Reading Logs (VSL&A)	1	2	3	4
_____ Children's Certificates (VSL&A)	1	2	3	4
_____ YA Bookmarks (VSL&A)	1	2	3	4
_____ YA Reading Logs (VSL&A)	1	2	3	4
_____ YA Certificates (VSL&A)	1	2	3	4

Library _____

Did you receive adequate amounts of requested items? _____ yes _____ no

Were there any problems associated with the materials you received from DEMCO or VSL&A?
_____ yes _____ no

(If yes, please describe.) _____

_____

Did you develop additional materials? _____ yes _____ no (If yes, please enclose samples.)

What other materials would you have liked to have had provided? _____

_____

What suggestions do you have for improving the Virginia Summer Reading Program.

_____

_____

ADDITIONAL COMMENTS

SUMMER READING PROGRAM ADVISORY COMMITTEE

1989 - 1990 MEMBERSHIP

Diana Skousen
Youth Services Librarian, Blue Ridge Regional Library

Patricia Farr
Central Rappahannock Regional Library

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